VOLUME 50, NUMBER 2 February 1958

JOURNAL OF Home Economics

TEACHING CHILD DEVELOPMENT—RUNS, HITS, AND ERRORS
by Helen C. Dawe

FACTORS INFLUENCING WEAR OF GIRLS' DRESSES
by Ida Ingalls

OPPORTUNITIES FOR GRADUATE ASSISTANTSHIPS, FELLOWSHIPS, AND SCHOLARSHIPS, 1958-59 AND 1959-60

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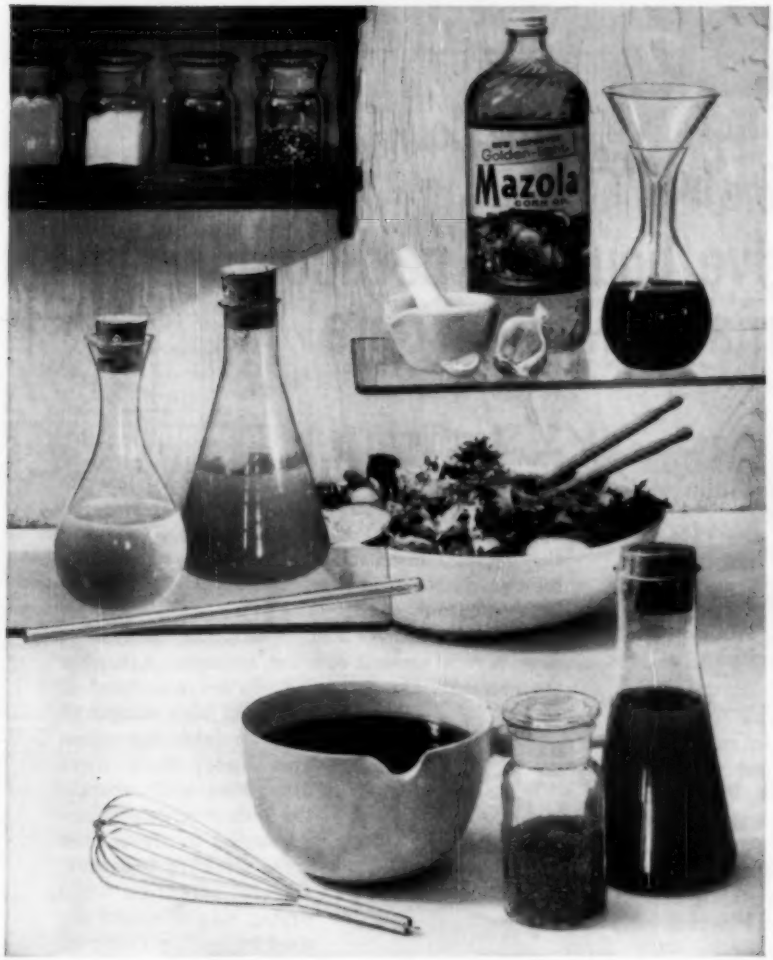

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1 cup MAZOLA Oil
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A smooth delight, especially with tossed mixtures and chopped salads.

¼ cup evaporated milk
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2. Washing Care

Petticoats can be washed safely in an automatic washer using fine fabric procedures and an all-purpose sudsing detergent like Tide. Petticoats are bulky so wash only one or two at a time.

Be sure to use warm water (100° F.). You can tell if water is correct temperature when it's slightly warm to the hand. (Hot water, normally used for regular laundry, may cause them to lose their crispness faster and will increase wrinkling.)

Use the fine fabric cycle of your automatic if available, otherwise reduce the wash time to 2 to 4 minutes. The more delicate the petticoat, the shorter the washing time should be to preserve the garment. Reduce final spin to 1 to 2 minutes to reduce wrinkling.

3. Starching

Any petticoat—even a nylon net—may lose its crispness after a short time. This can be restored by starching. Use your favorite starch, following the package instructions for two quarts of stiff or heavy solution.

Dip petticoat up and down several times in solution, squeezing it through the garment. Do not wring. Fasten waistband of petticoat to a hanger or line, straightening seams and hem. Drip dry. Straighten and separate the folds occasionally during drying to prevent net from sticking together. Careful attention while drying may eliminate the need for ironing. Petticoat will be very stiff when dry but will soften slightly when ironed.

4. Ironing

Preferably use a steam iron. Be sure iron is set for the correct temperature. If iron has no fabric indicator and petticoat is nylon or Dacron*, use the lowest setting. Iron nylon petticoats when dry. If wrinkles make dampening necessary, sponge petticoats while ironing.

Tide Guide

IMPORTANT: Use 100° F. water temperature

Washing Cycle	Amount of Detergent
Fine Fabric Cycle or reduce Regular Cycle to 2-4 mins. Wringer Washer—2-4 mins. (DO NOT WRING)	As a general rule—start with 1 cup of full-action sudsing detergent like Tide. In very hard water, use more detergent. For front-loading automatics use enough Tide so suds are approximately halfway up window. Start with ½ cup. Add more, if needed.

*Du Pont Trademark.

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(kwĭk)

adj. (*ME. quic(k), cwic; AS cwic, cwicu, cwucu, cucu*) swift, rapid, speedy, fast, prompt or rapid in execution, taking place rapidly, motion completed in a small interval of time such as serving a basic breakfast with KELLOGG's PEP Whole Wheat Flakes (or any of the other Kellogg's cereals).

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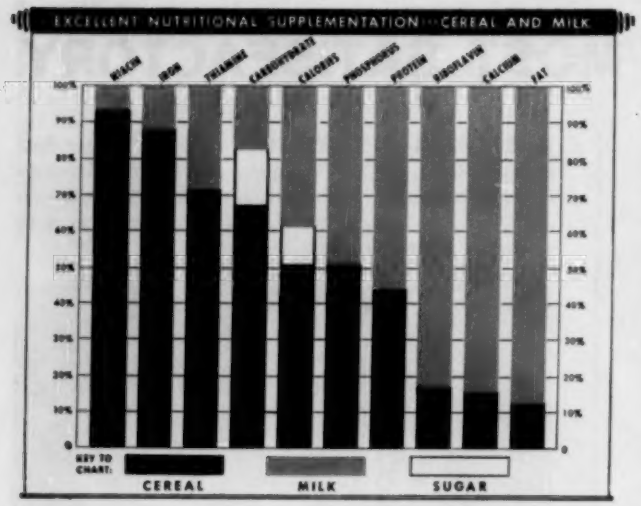
A Fifty-Fifty Contribution Cereal and Milk



In the above chart, 100 per cent equals the total amount of the nutrients common to both and calories supplied by the cereal serving. The black and gray bars represent the percentage contribution of nutrients and of calories made individually by the cereal and by the milk of the cereal serving. This shows that in five of the nine nutrients, as well as in calories, the breakfast cereal alone provides more than 50 per cent of the total amounts contributed by both cereal and milk, and almost 50 per cent of the protein. These figures demonstrate the excellent manner in which cereal and milk supplement each other.

The average cost of the cereal and milk serving is 5 cents, based on current retail prices. Few indeed are the foods which, for this small cost, can make such a contribution to the satisfaction of daily nutritional requirements.

The chart shown above is available for classroom use, size 16" x 22", in three colors. It is part of a teaching unit consisting of an interesting 16-page Teacher's Source Book, titled, "The Nutritional Contribution of Breakfast Cereals."

YOU NEVER OUTGROW YOUR NEED FOR CEREAL AND MILK

Breakfast Cereals are an important carrier of milk in the diet. In the average year, over three and two-thirds billion quarts of milk are eaten with cereals alone, accounting for about 15 per cent of the annual per capita fluid milk consumption. During April the American Dairy Association and the Cereal Institute are cooperating in a "Cereal and Milk Festival" to promote this great food team.

The bar chart opposite shows how the food values of the cereal and milk serving—one ounce of hot or ready-to-eat breakfast cereals* (whole grain, enriched, or restored), four ounces of milk, and one teaspoonful of sugar—complement each other in their contribution of essential nutrients.

If a line is drawn from the upper left corner to the lower right corner of the chart, the statement that the cereal and milk serving makes—

"A Fifty-Fifty Contribution"

—is graphically demonstrated. On a mathematical basis, considering the over-all nutritional contribution 100 per cent, the cereal contributes about 50 per cent, the milk about 48 per cent, the sugar about 2 per cent.

**Composite average of all breakfast cereals on dry weight basis.*

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Washington News

● **Withdrawal of federal funds** from the older vocational programs, including home economics, is recommended in a report of the Joint Federal–State Action Committee published in late December.

The report states that vocational grants have been an exception to the traditional local responsibility for financing education and

> were adopted to meet a special need and to encourage traditional State-local educational responsibility. The older vocational education programs [agriculture, home economics, trades and industry, and distributive occupations] have demonstrated their value and should be continued and possibly expanded. The Joint Committee, however, takes the position that the need for Federal stimulation no longer exists and that States and localities can and should assume full responsibility for the older vocational education programs. The Committee, therefore, holds that continued Federal grants for such vocational education are no longer necessary and recommends that
>
> 1. The States assume full responsibility for financial support of the older programs of vocational education.
> 2. The President request the Congress to repeal, as soon as practicable, the laws authorizing grants for the older programs of vocational education.
> 3. The governors and the legislative bodies of the several states develop necessary means for providing the additional funds to replace the Federal Grants.

Of the so-called newer vocational education programs the committee recommends withdrawal of support from fishery trades and industry and discontinuance for practical nurse training at least by the time of expiration of present authorization.

Governor Lane Dwinell of New Hampshire and Robert B. Anderson, Secretary of the Treasury, are co-chairmen of the Joint Committee.

The report records committee work to date, current recommendations to the President, and position papers on various items including vocational education. Copies of "Report to the Joint Federal–State Action Committee to the President of the United States and to the Chairman of the Governors' Conference" are available from the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C. Price 25 cents.

● **Textile labeling** is among the carry-over legislation from the first session of the 85th Congress that is of special interest to home economists. The House of Representatives passed a labeling bill (HR469) at the last session. A substantially similar bill (S1616) was introduced in the Senate and referred to the Senate Committee on Interstate and Foreign Commerce.

Briefly, the purpose of HR469 is "to protect producers and consumers against misbranding and false advertising of fiber content of textile fiber products." It prohibits false or deceptive identification of fibers and requires identification of fibers making up 5 per cent or more of the total weight. Included are fibers, yarns, or fabrics in the unfinished state or in finished items of household textiles or wearing apparel.

The AHEA legislative committee and a committee of the AHEA textiles and clothing section, under the chairmanship of Florence Petzel of Oregon State College, have been studying the question of compulsory textile labeling and the specific provisions of HR469. The legislative committee has included information on textile labeling in a recent Green Sheet to state legislative chairmen. Both committees have found strong arguments for and against compulsory labeling.

Some of the fundamental questions involved seem to be: Is compulsory labeling necessary? Will fiber identification give the consumer the kind of information she needs? Will it be practical or even possible to enforce the provisions of HR469 or any similar bill? Some of the arguments in favor of compulsory labeling legislation are: It is a step ahead, even though the consumer does need performance and care information, too. Fiber content is important in blends, in laundering and in dry cleaning, and performance. Fiber labeling is practical.

Some of the arguments opposing compulsory fiber identification are that, in these days of numerous blends and finishes, fiber content alone is not an adequate clue to the performance in use of textile products. Labeling of all fibers is not practical. It would be extremely costly of enforcement even if it could be done.

Persons who wish to study this question further may obtain copies of the bills by requesting them from members of Congress.

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VOLUME 50, NUMBER 2, FEBRUARY 1958 JOURNAL OF Home Economics

Teaching Child Development– Runs, Hits, and Errors

Helen C. Dawe

Dr. Dawe is chairman of the department of home management and family living at the University of Wisconsin. This article is adapted from her talk to the family relations and child development section meeting during the 1957 annual meeting of the American Home Economics Association.

THE area of child development seems to be one of paradoxes and contradictions, offering great rewards yet filled with some trials and tribulations for the teacher. They tell you that by informing parents and parents-to-be, by teaching child development you can actually shape the future, that in better conditions for children will be found the only answer to the world's problems. Yet you find yourself a favorite object for ridicule and a frequent subject for cartoons. They say: "Who can teach anybody how to raise children out of a book?" "How I punish my child is my business." "Raising children is just a matter of common sense." Sometimes people seem apathetic and lacking in interest in matters which concern children; at other times they are almost violently emotional with decidedly strong opinions.

You find yourself trying to teach a "game" in which there seem to be no right and wrong procedures, in which the "umpires" disagree about the interpretation of the regulations and even seem to keep changing the rules or making exceptions. Their theme song is "It all depends." When you ask why the players are doing what they are doing, they tell you they aren't sure of the real reasons. Besides, the players' behavior is only a symptom and their real feelings or motives are quite different from what you see in their outward behavior. Finally, when you ask what the score is they tell you that they don't have a very good way of testing the players or measuring the results. If you teach child development, this is the way you feel when you are "down." Most of the time you are optimistic and full of faith. Would anyone argue that children are not important? Who could possibly have a more important subject to teach? *Everyone* believes that children are necessary.

What to Teach

What should we teach? What is our score in this area? We can count as RUNS the fact that we have a good body of knowledge about common growth processes and developmental sequences. We can probably count as RUNS the fact that more and more research of a longitudinal nature is improving our understanding of development and particularly of individual variations in growth. It is up to us as teachers of child development to help people interpret these principles, for unfortunately they are often misunderstood, misquoted, and misapplied.

The concept of readiness can, perhaps, be counted as one of our HITS, for it is fairly well accepted and understood. In the ERROR column is the fact that we still find many people who feel that the earlier a child learns a skill the better.

In our teaching, we must impart the idea that all children have the same basic needs. While there are a number of different ways of listing and describing them, there does seem to be general agreement on their essential nature. All children need enduring parental love, the knowledge, skills, and self-control necessary for effective personal and social living, a sense of responsibility and of personal worth and dignity. There also seems to be general agreement that the mother-child relationship and the whole constellation of family relationships are vital in achieving these needs.

Our ERRORS may lie in the fact that we have not taken adequate account of the great variations possible in ways of meeting these needs: variations from family to family, from social class to social class, from culture to culture. Perhaps, too, we are partly at fault for the fact that people have often misinterpreted how a child's basic needs may

be satisfied. We still hear of people who think that a child's sense of security may be disturbed if he is denied anything. How to correct this ERROR is another terrific challenge. We must still work hard to inform people that a child's sense of security is dependent on firm, consistent discipline. Sometimes, I wonder if I will live long enough to escape the comment, "I know you child development people believe that one should never say *no* to a child."

Much emphasis in child development has been put on the idea that all behavior is caused. Perhaps, we can put in the RUNS column our teaching of the concept that human behavior is not a mere matter of chance. On the other hand, perhaps it belongs only among the HITS. Some feel that in our attempts to be "scientific," our research, at least in its early days, too often implied cause and effect by emphasizing correlations. We have hunted in vain in the area of personality to isolate single causal variables such as ordinal position, age, socioeconomic status, breast-feeding, and the like. We must correct the ERROR in people's thinking that the same event will always have the same result. In our area, there is a very great difference between individual prediction and statistical prediction. There are different levels of certainty to our prediction. We can predict with rather remarkable accuracy that given a puddle and a small boy, the small boy will be in the puddle. But even if we know that he has an overprotective mother, it is hard to predict what she will do and how the boy will respond to what his mother does.

We must correct the ERROR that a specific event in early childhood will result in or cause a specific kind of behavior which then persists as an *unchangeable habit*. In our teaching about early experiences and their effect on later personality we have underemphasized the intervening processes. We have underemphasized the fact that interaction between parent and child continues day after day, day after day. In stressing the force of environment in shaping personality, we have rather neglected the fact that a child himself develops his own ways of selecting his environment as he perceives it according to his own pattern of perception.

While dealing with intangibles complicates our teaching, it is an intriguing and vital concept to realize that it is not only the stimulus itself but the way the child perceives it or interprets it which determines how it will affect him. A parent might impress us as stern, strict, and the most rigid of autocrats; but the child may not respond as the child of an autocrat because that is not the way the child views his parent. We have to teach our students that much of the behavior they observe in others is not what it appears to be on the surface; rather that its importance lies in its meaning to the individuals concerned. The teacher who instructs in arithmetic at least can be sure that four added to five will invariably give nine, whether one is adding cats or rats. One does not have to wonder how four feels about being added to five.

Little wonder that it is difficult to predict the effect of a particular child-care technique upon a child when it is hard for us to describe accurately what the real meaning of the technique was, difficult to say how the child actually felt about it, and on top of that hard to measure its effect upon the child. Not only do we find it difficult to measure the effect but it may actually have produced an effect which does not at present reveal itself in behavior.

Parents have been imbued with the idea of their responsibility for their child's behavior, and in this country at least, they seem to be driven to get the answers in a hurry, to find a quick cure, a quick and easy method. We have trained them to feel responsibility deeply; now we shall have to be patient with their anxiety to find the right answer. We must be patient with those who ask, "Tell me a good punishment for a ten-year-old boy." "How can I make my child share?" "What should I do when Bobby wakes up in the night?"

To Ask the Right Questions

To create a real appreciation of the fact that one cannot apply rules or generalizations to individual cases unless certain conditions hold is no easy task. William Martin states the difficulty of applying generalizations when he writes . . . "every training act is mediated by a unique individual and influences a unique individual in a unique way under a unique set of conditions." [1] To ask then what is the effect of early toilet-training on children is a question we cannot answer. Of course, when we begin to sing our theme song about "It all depends," then the asker of the question turns away—"They don't know the answers; they can't help me." Perhaps, we could say one of our functions as teachers of child development is to help people ask the right questions. But more seriously, we must learn to help people find help in our answers which have to be hedged with

[1] *Marriage and Family Living* **19**, No. 1 (Feb. 1957), p. 40.

restrictions. These concepts are not beyond the grasp of even elementary students. It is just that we must spread the idea that child development is that kind of an area. The effects of overprotection by the mother may vary with the degree of overprotection, its duration, the attitude of the father toward it, the number of siblings, the child's health, the child's age, and a host of other factors. One could also ask, are you talking about overprotection today or 50 years ago? The instructor must be aware of the fact that such terms as "strict," "aggressive," "hostile," and the like may change in meaning depending upon the times and the culture.

Rules Change

Another item to be entered in the HIT column is the fact that the "rules" appear to, in fact *do*, change. Need we be apologetic about progress? Ways of guiding children have changed; so have methods changed in dentistry, in agriculture, and in nutrition as knowledge has grown.

Some years ago, *Time* magazine began an article on changes in patterns of child rearing with the statement: "Fashions in child training are as extreme, and change almost as much as women's hats." [2] This seems most unfair, yet has real truth when we apply it to extremists and to fads. Ours is an area where we must admit that some "fads" in child care were promoted without being based on sound research (for example, Watson's ideas about treating children without any show of affection) and where some ideas are not actually supported at all by true experts but only by self-styled or pseudo-experts.

We have a real job to do in preventing extreme swings of the pendulum. Right now, in reaction against excessive permissiveness (which was never supported by any sound opinion or research) we find some people advocating a return to a horsewhip and cat-o'-nine-tails approach. You may have seen the cartoon in which one mother is saying to a mother whose child is busily sawing a leg off the coffee table, "There's an even newer theory out now. You are *supposed* to hit them." Such a cartoon may serve to remind us of changes in theory but certainly also points out that one of our obligations is to help those we teach to discriminate between the sound and the unsound, between fads and facts.

Perhaps, too, in child development, we have committed another ERROR in somehow giving the idea that there must be *a right way* of guiding children. Fine human beings develop under conditions very different from those we may think are essential. In addition to the rather obvious differences between the Eskimos and the Pygmies, we must remember again that basic needs may be satisfied in a variety of ways even within a given culture. Enough has been written on the dangers of teachers' trying to set up their own middle-class values. Suffice it to say that we must be careful to teach that there is no standard product in child development—no ideal home, no perfect parent, no problemless child.

Warnings

There are, however, known conditions of danger, known conditions of threat to development of a mature, well-integrated personality. We have been criticized for making parents too anxious. We are now in some danger of going to the other extreme of falsely reassuring parents, "Don't worry; just do whatever seems right and natural to you; just use your common sense." We must remember that one mother may take common sense to mean "Continue what you have been doing," so she keeps on using jealousy as a motivation to get her older child to eat more vegetables. Or again, the already autocratic parent reading a devastating criticism of the extremes of permissiveness may find himself encouraged to be even more dictatorial and punitive in his dealing with his child.

We must also try to counteract in adults the idea that they are solely responsible for a child's every action, that one error on their part may mark a child for life. The blurb on the jacket of one child-care book said it could show parents how the wrong words said at the wrong time could mark a child for life. A more realistic and reassuring point is made by Jerome D. Frank of Johns Hopkins University writing in *Harper's Magazine:*

> Far from being as infinitely fragile as some child experts would have us believe, [What experts today would say this?] most children are tough, adaptable and resilient; given the slightest encouragement, they enjoy surmounting difficulties, and their development is at best only partially influenced by their parents. To be sure, parental mishandling can permanently warp a child, but to do so it must be long continued and severe.[3]

Some parent somewhere is going to find an excuse even there to justify some unwise policy, but on the whole it is a fair statement of present-day view.

[2] Feb. 2, 1950, p. 40.

[3] Are you a guilty parent? *Harper's Mag.* **214** (April 1957), pp. 56-59.

It is surely difficult to predict people's reactions to material in our area. The same article in a magazine can call forth completely different and often strongly emotional reactions. Recently Hannah Lees wrote an article in the *Saturday Evening Post* (May 11, 1957) with the title "Your Child Doesn't Need You Forever." A few weeks later the letters to the editor contained such varied reactions as the following:

> The article . . . was excellent, and to the point. I wish that all parents could not only read the article but accept the lesson contained therein.
>
> Any reader who has had any experience with the destructiveness of the silver cord will give three cheers for Hannah Lees.
>
> Throughout some twenty years of the practice of pediatrics, I have tried to instill this sort of philosophy into the minds of the parents of my young patients. . . . It is good to see such a realistic article for all lay people to read and it should help many of us in my specialty in teaching parents to let their children face life on their own feet.

But these favorable comments were outnumbered by those of this sort:

> Plain poppycock.
>
> Such articles condone the disrespectful actions of youth and lead the way to juvenile delinquency.
>
> God help our nation if all mothers were like Mrs. Lees.

Not only must we consider the strong feelings of those we teach but we must remember that our teaching may be subtly yet considerably influenced by the teacher's personality. We, even more than those in other areas, can shape the meaning of our material by our own character. Our teaching about autocratic versus democratic family life, for example, may well be influenced by whether we are democratic or autocratic in our dealings with those we teach.

If this is so, then how great is the challenge of our teaching. It is sometimes hard to be comfortable in an area where we do not have absolute right and wrong answers, where the rules have many exceptions and their interpretation is open to differences of opinion. Still, when we become discouraged about criticism of child development it might be helpful to remember the field of reading. It has been an accepted part of the curriculum for centuries; one can easily define what is meant by reading and easily measure whether a person can or cannot read; yet here, too, there is much controversy and much emotion over proper ways of teaching.

Emphasize Research

Another of the goals we should stress is giving those we teach, whether parents, college students, or high school pupils, something of the research point of view. Do we not have an obligation to counteract the I-know-a-case method of analysis so commonly used? Could we not put more emphasis on the research point of view, actually cite research evidence or refer students to original research in our teaching? There are obvious difficulties in referring students to research: for instance, lack of access to research journals in school libraries. We must also face the fact that many research articles are anything but gripping in their style of writing. Too, much of today's research is practically incomprehensible to anyone without advanced training in statistics. But, it seems to me a great pity that we do not have more condensed or simplified accounts of actual research. This could be one of the ways we could best build inquiring minds. Another dividend would be building some good will for research.

Of course, we would need to be selective; some research is so highly theoretical that it would not be especially appealing; but there is much that is dynamic, fascinating, and rewarding. Just as most listeners perk up when the speaker cites a case to illustrate his point so will they find accounts of research appealing because they describe something that actually happened. It seems, too, to have something of the problem-solving appeal of a detective story.

In the content of what we teach, perhaps, the greatest ERROR we can make is to seek refuge in teaching *only* easy areas—giving rubber dolls baths or making homemade toys, and shying away from the controversial areas of jealousy, discipline, and aggression. But these are just the ones which are most interesting—and most vital.

Methods

What of our box score when it comes to the methods we use to teach our subject matter? We can surely chalk up as RUNS the increase in the variety of techniques we use: talks, discussions, observation, panels, role-playing, and the like. We have become aware that the person we teach, his attitudes and feelings, are vital in determining the impact of our teaching. He is not a *tabula rasa* or a hollow vessel. So, we depend more and more upon methods which give the learner an opportunity to reveal and to discuss the attitudes and ideas which he already has. The straight lecture method may be more suitable, many feel, to dis-

semination of more strictly factual material; but for a very large percentage of our material, there needs to be opportunity for the give and take of discussion.

More research certainly is needed on the relative merits of different techniques for different kinds of material and for different kinds of people. Should we professionally trained people, for example, restrict ourselves to research-supported facts and avoid the advice-and-how-to approach? Probably that is professionally safer and scientifically more sound; but I feel we can offer constructive advice and, at the same time, help people to adopt an evaluative, scientific attitude toward the application of generalizations. We not only can, but morally must. We cannot avoid our responsibility to help those who wish to know the answers to some of those hard questions.

Some feel that the most effective guidance in areas where there are real problems is individual counseling. Probably we must agree that the most effective solution would lie in individual clinical therapy, but in actuality many persons will not receive help in any other way except through extension classes, mothers clubs, and the like. The home economist often finds herself called upon to do an informal kind of counseling. The better her training in child development, the better she can serve.

We cannot be therapeutic in our teaching if we have a narrow concept of a good family, a good parent, or a good child. Where we emphasize acceptance of all children, we must certainly not commit the cardinal sin of rejecting those we are teaching. One must not build up in a student or parent the idea that his own family belongs to the "condemned or disapproved" category. Again, we refer to the point that there are many ways of raising children. There is a real danger that we might create disharmony in a family. "I told my husband what you said . . . ," or "My teacher said that mothers shouldn't. . . ." The family in which they toss the four-year-old's lunch down to him from a third-story window may shock us, but there could be deep bonds of affection and respect for the individual regardless of the style in which one serves lunch.

A comment or two about the use of observation may be in order. Certainly we have scored well on the fact that we rely heavily on observation in our teaching of child development, and the school setting can be supplemented by observation in other situations.

Children can be observed even if one is not fortunate enough to have a laboratory school. Planned, directed observations can be made on street corners, in grocery stores, or on playgrounds. The value lies in the direction given the students and in the interpretation of what is observed.

Laboratory schools are being used in more creative ways—for example, bringing in other than the regular nursery group on certain mornings in the month; by having former children return occasionally in order to expand the age range; or by inviting brothers and sisters to come on occasions.

We are less rigid in the way we use our laboratory schools. I can remember when observers were practically sealed up in their booths and no one, except a trained teacher, was permitted to make contact with the children. Now we also permit more student participation in addition to the observation.

Where or When of Teaching

What is our score with respect to the where and when of teaching child development? The increase in the number of courses in child development offered in our educational institutions is one clearly distinguishable RUN. Another is the fact that more professions are including child development in increasing amounts in their curriculums. Perhaps, some of us would think it only a HIT that more and more professions are teaching child development. Instead of being jealous or fearful, let us again practice what we preach and be co-operative and acceptant. There is certainly great need for our subject matter; let us not hinder its spread.

We do not have the answers; we do not know the batting average for the problem of *when* teaching in our area is most effective. There probably is no single answer as to whether it "*takes*" better at the preparental, the parental, or the grandmother level. No doubt, some kinds of information are more accepted at the high school level, some more so at the parental level. The high school surely offers opportunity to reach the greatest number. It is the old question of whether certain material is best presented when the need is acute or in advance of need before emotional involvement is so great. Here, too, we must await more research, and in the meantime answer, "It depends."

We must face as a dilemma, if not an ERROR, the fact that many of our teachers and home agents report that child development is more difficult to teach and/or less frequently taught. Is it because

of the nature of the area itself, because it lacks clear-cut right and wrong ways of doing things, because it is more controversial, more indefinite and vague? Is the reason partly because at the college level we do not give our future professional leaders enough preparation and enough help?

Next let us look at our score for evaluation and measurement. We do not know exactly what desirable practice in child training is, nor do we know how to measure desirable attitudes and practices, nor when to take our measurements. Do the results show now or five years later?

Research

If we turn to research studies, we find both RUNS, HITS, and ERRORS.

On the whole, I think we can say that most of the research has shown positive or favorable results. The studies which use control group and more rigid experimental design, not surprisingly, show less-pronounced changes. It is not unexpected that changes in attitudes may vary depending upon the type of material.

Some feel that the general public is much better educated in general and specifically much more informed in child development as a result of the general distribution of mental health literature and mass communication. We surely hope so. But there is still much for the teacher to do. Examples of poor parent-child relationships are not hard to find.

There is much research needed on the evaluation of various techniques, the pros and cons of combinations of techniques, on the timing of instruction, the merits of lay and professional leaders, the effects of single versus multiple exposures, on the time when we may expect to see results. How does the personality of those we teach affect our teaching? Are submissive persons more easily instructed in this area?

There is still need for new and subtle ways of measuring the effectiveness of our teaching. We must face up squarely to the limitations of our measuring instruments. We are making progress, but there is lots of room on that scoreboard for us to chalk up more RUNS. Without adequate ways of measuring our effectiveness, it is a little like leaving the ball park before the game is over without knowing the score, or making a home run and forgetting to touch third base.

Still, we do not need to abandon our teaching in this area just because we cannot prove statistically its worth. Like the Lichty cartoon in his series Grin-and-Bear-It, "It doesn't work on the children, but since I started using those child psychology theories on my husband, we get along much better."

We know, too, that it may be the overanxious parents who come to our meetings and enroll in our workshops. Perhaps, failure to produce markedly improved behavior is the result of the fact that we get a high percentage of such people.

Finally, I would be remiss if I did not say a few words about the current fad for attacking the experts in child development. Nobody loves an umpire and our park seems to be full of them. Remember the principle that excessive domination and criticism often build hostility. So, the experts—or more correctly the pseudo-experts who were overly critical—are now in for a dose of hostility.

As Dybwad points out (in *Child Study Magazine*, Fall 1956), the expert is currently public enemy Number One—but the attackers do not name names or cite evidence or sources. They say parents are too overprotective; they say parents are neglecting their children; they say parents are insecure. As a reaction against this criticism, we today find some tendency for "experts" to reverse themselves and say, "Now mother, you know your child best; you just do whatever feels comfortable to you." This, too, may give a mother a feeling of lack of guidance, or it may, as we mentioned before, encourage her to continue a poor practice.

On the brighter side, we do have the countless personal expressions of gratitude from former students, from mothers at meetings, and from others. The sigh of relief from one mother or the grateful smile makes up for those who cry, "Poppycock."

In home economics, it is our task to be and to support real experts, to help people learn to distinguish between the real and the self-styled experts.

It is *not* our role to be crusaders in the aggressive sense, nor to be ready with blueprints or lesson plans that tell exactly what to do, nor can we be one who knows all the right answers. We are not technicians with formulae. Instead (and forgive the garbled metaphors), we must be loyal fans of child study, uncompromising critics of fads and the unscientific approach. We must have a high batting average in collecting facts and conducting sound research. We must help clarify the meaning of our rules and help to make sound applications of them. Then the chances will be good for our hitting a grand slam homer, or (probably we must be less spectacular) for our winning the game by RUNS and HITS, without ERRORS.

Is Homemaking Important?

Potomac Group

Home Economists in Homemaking, AHEA[1]

LAST summer one section meeting at the AHEA annual meeting gave attention to problems faced by employed homemakers and what home economics programs—including research—can contribute to them and to our knowledge of them. A story from a news syndicate on this meeting reported a few findings indicating that—in a small group of women studied—employed homemakers were speedier in a few housekeeping tasks than were full-time homemakers in the same community. Little emphasis in the story was given to other factors that were—and are—involved in the research reported and in the total job of homemaking.

To many home economists in homemaking groups the emphasis selected was a disturbing one, partly because of this imbalance and partly because it seemed to consider working wives and full-time homemakers as two separate groups.

This account and other attention being given in the news to two-job homemakers have caused homemakers to evaluate their contributions to the family economy and to raise questions for their own consideration and for programs of research and education. What are some of our home management problems? What are some long-range goals that we as homemakers believe it is important to consider in seeking solutions?

Our own homemakers group has tried to answer some of these questions. We have tried to set forth some of the reasons why full-time homemakers may appear less efficient than their working sisters. In what areas can we say that we do accomplish more than working mothers? What are some of the reasons why stay-at-home mothers feel themselves on the defensive? What do we think of this problem of whether to work outside the home or not work outside the home, anyway?

Why are full-time homemakers on the defensive when we read reports of the efficiency of job-holding mothers? Perhaps, because in the face of an increasing number of wives and mothers accepting paid employment outside the home,[2] some of us feel that we must justify our decision about how we can make the greatest contribution to our families; others may review this decision. We feel that stories indicating that job-holding mothers accomplish as much as full-time homemakers may help to create a feeling of guilt on the part of stay-at-home mothers. This, coupled with a growing lack of social appreciation of the full-time homemaker may lead many homemakers to look for paid employment outside the home, even though in their hearts they feel that their best contribution could be made *in* the home. We cannot stress too strongly the need to emphasize the value of homemaking and to build up its prestige. Nor are we alone in the recognition of this need and in our effort to counteract an apparent trend. Both *Better Homes and Gardens* (in its November issue)[3] and *Parade* (in its November 3 issue)[4] have included articles on this topic.

On the topic of homemaking goals, let us quote from William McKee, assistant director of the Merrill-Palmer School in Detroit. His definition of home management is ". . . as an essential goal value, home management is interested in developing the kind of atmosphere or setting in a home which enables the people in that home, old and young, to grow into mature and healthy persons—physically, emotionally, intellectually, socially, and spiritually."[5] These are the goals that we would like to see considered in studies of homemaking practices. Mechanical efficiency may contribute to these goals, but it is not a goal in itself.

We recognize that from economic necessity many mothers leave their homes to work in paid employment and leave their children in someone

[1] Mrs. Dorothy Johnson, president of the group, and Mrs. Mathilde Hader, both of Arlington, Virginia, prepared this JOURNAL article from the ideas of all members of the group.

[2] A recent Census survey shows that for the past 10 years about one-half million wives have entered the labor force each year.

[3] Can Working Wives Make It Pay? by Charlotte Montgomery, pp. 68, 69, 137, 138.

[4] Be Proud You're a Housewife, by Frances G. Sanderson, pp. 8-9.

[5] From Values in Home Management in Proceedings of Conference on Values and Decision-making in Home Management, July 4-6, 1955, Michigan State University.

else's care. Their decision was inevitable. But where does economic necessity end and the wish to earn more money just to buy more "things" begin? Is there a point beyond which the striving for a higher level of home comfort will not justify the diminished returns to her family and community on the part of the job-holding mother? Do employed mothers find it more difficult than other mothers to muster enough patience and strength to teach children the arts and skills of home life and the joy of shared experience? Are job-holders equally able to be warmhearted mothers and homemakers?

Research on the purely economic side might consider questions such as these: Are household expenses higher for families with job-holding mothers? Can such mothers find time and energy for stretching the family dollar by making and mending clothes, curtains, linens? By careful meal planning, buying, preparation? By general care of the house and prevention of deterioration as distinguished from the absolute minimum of daily care? When children are cared for outside the home, will the house be less cluttered, suffer less wear and tear?

Paraphrasing Dr. McKee's goals slightly, may we suggest research dealing with social maturity and responsibility on points such as these, for example:

Do job-holding mothers overly utilize community facilities as well as exploit the good will of the stay-at-home mothers in the neighborhood? Members of our group can cite instances of children of job-holding mothers drifting about the neighborhood, looking for homes where the mother is present. Does this situation exist elsewhere, too? Is it really more true in the case of job-holding mothers than of those who are negligent for other reasons? Do stay-at-home mothers have to take on an undue amount of volunteer activities, such as aiding the Scout movement, being room mothers in the schools, doing Sunday School work, undertaking PTA duties—all of crucial importance to the job-holding mother because they relieve her of many responsibilities for her children.

What effect do the age of the job-holding mother and that of her children have on the mother's ability to achieve a fully rounded personality for each child?

Are studies being made which show whether average children of mothers who are gainfully employed need the services of school psychologists and guidance people more than do the average children of full-time homemakers?

Finally, do we not need studies that measure the health of job-holding mothers over a long period, say 10 to 20 years?

Admittedly our own opinions are showing in these suggestions, but we believe such studies would increase the prestige of homemaking for both the full-time homemaker and homemaker-worker. We are not "versus" groups. Fundamentally our interests are the same. All of us are seeking to achieve homes that contribute to the physical, emotional, intellectual, social, and spiritual health of each family member.

We believe also that such studies would be of great help in providing some of the facts today's mothers need in choosing between full-time homemaking or homemaking *plus* paid employment outside the home. Such studies might also point up the importance and the true values of homemaking.

Fish Flour for Thai Villages

About six hundred people in the village of Nongkhorn in Ubol province are taking part in an experiment that may have a radical effect upon the diets of this protein-starved region of Thailand. Under the supervision of nutritionists of the Food and Agriculture Organization, members of a hundred and fifty families are receiving a daily ration of 15 grams of fish meal, in an effort to supplement their meager protein intake. If the experiment proves successful, the Thai Department of Fisheries has undertaken to supply the flour at a low cost to all villages in the province. The experiment is being carried out by trainees of the Thailand-Unesco Fundamental Education project.

The flour, which is also a good source of calcium, is locally produced at Chumporn, about 450 miles from Bangkok by the Fish Marketing Organization. The factory can turn about 28 tons of fish into 5 tons of flour a day, and one of the advantages of the process is that it can use the smaller fish which previously had little or no market.—From *Unesco Features*

Diets of Families in the Ryukyu Islands

Margaret B. Harris and Hiroko Nashiro

Miss Harris is an adviser to the University of the Ryukyus in the Michigan State University Mission, and Miss Nashiro is an instructor in foods and nutrition in the University. Home economics students assisted in conducting the survey the authors report here.

THE changes which are taking place in the world today are nowhere more evident than in the Asian countries.

The tiny dots that make up the Ryukyuan island group stretch in a northeast-southwest direction which roughly parallels the China coast. The Islands resemble the knotted tail of a kite, which is Japan on the north. The Islands have a climate resembling some areas of Florida. Heat in the summer and cold winds in the brief winter, both accompanied by high humidity, present many problems in living. Violent typhoons sweep the area and spray salt water on crops. Homes are destroyed or damaged, and the loss of property and lives is a serious one.

The 800,000 people who live in this area have posed a responsibility to the United States since the military occupation began in 1945.

The Land-Grant idea of education which associates teaching, research, and extension came with the first group of advisers from Michigan State University to the University of the Ryukyus in 1951. It has been fostered during the years since then. As this seven-year-old university enlarges its courses and physical plant it points to the increasing importance it will play in the educational family of universities in the Far East.

Fact-finding Survey

The need for facts about families and how they live, was the motive for a survey made during the months of December 1956 to April 1957. Assisted by students from the University, the home economics department collected data by a random sample method, making personal calls in each home designated. In all, 3,149 individuals in 542 families are included in the survey. There were 351 city families with 2,611 individuals; 5.7 persons was the average size of the family. There were 191 families in rural areas with 1,138 individuals and an average size of 6 in the family. The study was conducted on the main island of Okinawa, on Miyako, and on three islands of the Yaeyama group, namely Ishigaki, Iriomote, and Taketomi.

The questionnaire was divided into six topics: A—family structure and money income; B—food and nutritional facts and eating habits; C—home food production; D—food habits and superstitions; E—a typical day's menu; F—helps in home improvement desired by the family.

The income as shown in table 1 is money only and does not show the sharing and barter of farm and garden produce. In farm areas the sharing of meat is usual. Lack of facilities to keep the meat is a strong influence in dividing the carcass at butchering time. Barter is also a common practice among farmers.

Table 2 summarizes data on family food habits.

Meat and eggs were the only protein foods asked about in this study. Fish, miso (a combination of rice, soy beans, and wheat fermented), tofu, and beans are used in Okinawa homes as sources of protein. Further studies are needed in this important area of diet.

Farm families who raise chickens eat more eggs than do city families who must buy them.

Sweet potatoes grown extensively on all islands are used for both human and animal food. The most commonly grown variety resembles a variety grown in Japan. The golden-colored variety common in the United States is subject to blight and is seen only occasionally in the Ryukyus. Extensive tests are now being made on new varieties.

TABLE 1

Income as reported (per month per family)

AMOUNT*	PERCENTAGE OF POPULATION RECEIVING
Below ¥1,000 ($8.33)	9.8
¥1,000 to 2,000 ($8.33 to 16.67)	11.5
¥2,000 to 4,000 ($16.67 to 33.34)	18.7
¥4,000 to 6,000 ($33.34 to 50)	23.1
¥6,000 to 8,000 ($50 to 66.68)	16.8
¥10,000 and above ($83.33–)	20.1

* 120 B-Type yen equals one dollar in American money.

Miss Harris asks a village family questions about the usual diet. This photo, taken in the family's home, shows the tokonoma or center of interest. The usual articles found in the tokonoma are a decorative scroll, a flower arrangement, and often some other article such as an incense burner, a doll, or any family treasure.

Rice is preferred as a staple food by most families. Native-grown rice is of high quality and makes a good cash crop, but it is not sufficient to meet all the needs. Imports from the United States and from Asian countries amounted to $4,512,043 for the period January 1 to September 30, 1956.[1]

Many vegetables are grown and eaten by all Okinawan families. Most commonly eaten are cabbage, daikon (radish), tomatoes, carrots, onions, cucumbers, leafy vegetables (including potato leaves), pumpkin, gourds, root vegetables, also sweet and Irish potatoes. A number of varieties of beans are raised.

Findings

Some observations from this study show that:

1. Diets are deficient, in many cases significantly low, in some nutrients; namely, protein, fats, vitamins B_1, B_2, and C.
2. Vegetable intake in most families is high—58 per cent of those surveyed had vegetables three times a day. Vegetables are usually cooked or pickled—very small amounts are eaten raw—with a resulting loss of vitamin C.
3. Fresh fruit, such as bananas, papaya, pineapple, oranges, and tangerines, are grown locally, but high prices limit their use.
4. Rice as a daily staple food is preferred, if the income will allow this standard. An enrichment program for rice would have far-reaching results in all diets.
5. Superstitions or food taboos have very little effect on family food habits.
6. Typical diet patterns reveal three important influences (1) the economic level, (2) the home equipment available—particularly stove and water, (3) the time and ability of the homemaker to prepare food, especially during the busy season on the farm.
7. Home production of food could help greatly in raising standards of diet. This could be done by (1) improving varieties of vegetable—better yields and improved quality; (2) devising practical home storage methods for vegetables and meat; and (3) teaching best use of available food in promoting good nutrition.
8. Canning and preserving of food does not seem a feasible process now, because homes lack facilities for processing as well as storing.
9. Families desire help in improving the home through better kitchens, sanitation, and storage.

Conclusions

From the sampling in this study, it is clear that where income permits, the diet has improved.

[1] *Civil Affairs in Ryukyu Islands*, U. S. Civil Administration of Ryukyu Islands.

TABLE 2

Family food habits as indicated by percentage of families eating certain foods at various consumption intervals

FOOD	FAMILIES EATING							
	Rarely	Once a Week	Twice a Week	3 Times a Week	Once a Day	Twice a Day	3 Times a Day	Twice a Month
	per cent	*per cent*	*per cent*	*per cent*	*per cent*	*per cent*	*per cent*	*per cent*
Meat	14.5	27.7	20.5	19.4	10.2	1.4		6.3
Eggs	28.1	11.5	7.9	24.8	19.8	7.9		
Sweet potatoes	40.2	15.8	6.4	6.4	21.7	8.9	0.6	
Rice*	0.6				5.8	21.9	69.1	
Vegetables†					5.6	30.0	58.0	

* 4 times a week reported by 1.0 per cent; 10 times a week by 1.6 per cent
† 1 or 2 days weekly reported by 5.6 per cent

The higher income in areas near military installations and where industry and business are being developed in Okinawa is reflected in family spending. The greatest population is centered in central and southern Okinawa.

Dry milk is sold locally although it is beyond the financial reach of many. A modern plant reconstitutes milk for the U. S. military personnel and for sale in native stores. Schools serve milk to students daily, and University students for more than a year have had a daily serving. This is given by World Church Service.

The liberal use of miso and the many kinds of beans eaten daily furnish protein and calcium in a diet which is low in animal protein and also in milk and its products. All of these help to supply necessary nutrients in what appears to be a deficient diet, according to U. S. dietary standards.

Fish is used more extensively on the outer islands than on Okinawa, a matter of cost where it must be purchased in an area affected by higher prices that prevail near the military.

This study has served to show the real dietary situation in families in all geographical areas. It shows the need for further investigation in specific fields.

Miss Nashiro explains a diet chart.

Home economists in the Ryukyu Islands are working to help families attain better homes and health standards through a better use and understanding of an adequate diet, consistent with the economic and cultural patterns of life of its people.

Professional Organizations

Since the very best teachers we would be
Let's look at professional groups to see
Just what they have that will help us along
And the How, When and Why we should belong.
To help us with problems, to keep us in step,
To increase our knowledge, and fill us with pep,
With meetings and magazines for each of us
Our professional groups are really a must.

As a home economist to AHEA we'll belong
College clubs already have helped us along.
A vocational teacher you'll be, you say?
Then you'll want to join the ranks of AVA.
The whole of teaching views you want to see?
Then an NEA member is what you must be.
As an Iowa teacher you'll find resources no end
In ISEA along with many a friend.

We hope you've received some inspiration
And learned that the key is participation.
Now when you list teaching aspirations
We hope you include professional organizations.
For benefits received the cost is small
We hope that you can join them all.
If there be any questions we've left in your mind
Please ask them now—the answers we'll find.

RANDY

From a class in home economics education at Iowa State College. Committee members were Marilyn Miller (president of the Home Economics Club Council), Jan Plager, Carolyn Randolph, and Judy Chapman. Submitted by Florence Fallgatter, professor.

Attitudes of Senior High School Girls toward Home Economics

Lula Dennison Garrett

Mrs. Garrett is a homemaking teacher in the District of Columbia. This article is based on her master's thesis on "Factors Influencing the Election or Non-Election of Home Economics by Girls in the Senior High Schools of Washington, D.C." The study was directed by Professor Mabel S. Spencer at the University of Maryland.

HOME economics has been a part of the school curriculum in Washington, D. C., since 1898, when it was introduced into the schools by Emma S. Jacobs, a pioneer in home economics in this area. At present, a year and a half of homemaking is required in junior high school, and homemaking is completely elective in senior high schools.

The purpose of this study was to determine the factors which influence the election or non-election of home economics by girls in the senior high schools of Washington, D. C. Answers were sought both from girls taking and those not taking home economics.

With approximately 6,000 girls distributed in the city's 11 senior high schools, it was advisable to confine this study to a number of students which would be reasonable to handle. The population for this study was found in selected senior high schools in the integrated school system of Washington, D. C. The schools chosen were representative of the varied population and yielded information which, when totaled and analyzed, gave an over-all picture of home economics in the schools of our nation's capital. In addition to obtaining returns from 1,207 girls in the selected senior high schools, a 120-girl sample was taken with respect to IQ and socioeconomic status. In this survey, a good cross-section of the opinions of the students has been brought into focus since more than one-fifth of the total girl population in the senior high schools of Washington, D. C., had an opportunity to express their attitudes toward home economics. Mrs. Ruth McRae Carlson, supervising director of home economics in the selected schools, co-operated in making this study possible.

Reviewing the courses offered by the senior high schools of Washington, D. C., and the investigative work that has been done along this line of thinking, the writer developed a questionnaire which seemed as comprehensive as was practical considering the area to be covered. It seemed advisable to use a combination check list and essay type of questionnaire in order to check against certain answers and to allow opportunity for self-expression.

Certain questions, relative to the subject but which could not be answered by the questionnaires alone, included factors related to IQ and socioeconomic influences upon the election of home economics. It was decided that a sampling would yield this information. Following tabulation, the questionnaires from each school were arranged alphabetically and every tenth one was extracted as a sampling, making a total of 120 girls. Complete co-operation was given to the writer regarding the use of school files, and many verbal contributions regarding the different schools added interest to the study.

With a pooling of the information from the questionnaires and the special search, an organized effort was made to assemble the information and to give results in an accurate, unbiased manner.

Some important results of the findings follow. (See tables 1 and 2.)

Home economics was elected by 47.16 per cent of the girls in senior high school. The election or non-election of home economics is largely a matter of personal interest.

Do Girls Like Home Economics?

Approximately four-fifths of all the girls tested said they liked home economics; they liked the implication of what the course provided. Some girls had been disappointed in the content of a course or in the manner of presentation. Unquestionably home economics is an area in which girls find great satisfaction when it is properly presented.

Do Schedules Allow Time for Electives?

Of the 1,135 girls who replied to this question, 603 girls indicated that their schedules allowed time for electives in home economics; 501 girls checked that they did not have time in their program for its election; and 31 girls indicated that there had

been some semesters in which they might have elected home economics.

Is Home Economics More Valuable for Slow Learners Than for Exceptional Students?

In general, girls do not feel that home economics is an area of work for the slow learner only. More than one-half of the girls felt that it was just as valuable for the girls of average and superior intelligence.

TABLE 1

Points of interest concerning girls' attitudes toward home economics courses

(Taken from tabulation of 1,207 questionnaires)

REACTION	GIRLS' REPLIES			PERCENTAGE AFFIRMATION
	Yes	No	Some	
	number	number	number	per cent
Home economics is a popular subject in our school	540	103	489	49
Home economics is valuable for exceptional as well as slow students	546	326	275	47
Stigma is unattached to the election of home economics	701	158	251	63
There is prestige to be gained by taking home economics	533	374	251	46
Girls prefer home economics classes without boys	630	409	150	57
Our home economics department is active enough to arouse interest	428	339	337	39
All girls in senior high school should have at least one year of home economics	619	491	55	52
Parents were influential in the election and non-election of home economics	954	197		83
Most girls plan to omit home economics on the college level	839	149	112	76

TABLE 2

Points of interest concerning the attitudes of girls who elected home economics

(Taken from tabulation of data from 569 girls who elected home economics)

REACTION	GIRLS' REPLIES			PERCENTAGE AFFIRMATION
	Yes	No	Some	
	number	number	number	per cent
Up-to-date laboratory equipment makes home economics more interesting	456	13	31	91
Most home economics teachers show the application of their teaching in their dress, manner, and conduct	356	30	120	70
Laboratory work is the most interesting phase of home economics	399	35	63	80
Girls enjoyed the home economics work taken in senior high school	406	23	76	80
Laboratory periods in home economics classes are too short	250	92	136	52

Is There Any Stigma Attached to . . . [or] Is There Any Prestige to Be Gained by Taking Home Economics?

Two-thirds of the girls indicated that there was no stigma attached to the taking of home economics. More than one-half of the students felt that there was some prestige to be gained by taking home economics.

Would Classes in Home Economics in Which Both Boys and Girls Were Enrolled Be Preferable?

Six-hundred-thirty girls out of 1,189 who responded to this question indicated that home economics classes without boys were preferred.

Are Home Economics Departments Active Enough to Arouse Interest?

Only 39 per cent of the girls indicated that they considered the home economics departments of their schools active enough to arouse interest. A little more than one-fourth of the girls said their departments were somewhat active. The remainder of the girls indicated that there was no stimulation of interest by the home economics departments of their schools.

Should One Year of Home Economics Be Required of All Girls?

Fifty-two per cent of the girls felt that all girls in senior high school should have at least one year of home economics; a little more than 42 per cent indicated that home economics should not be required; less than 6 per cent of the girls checked *some*, indicating a possibility of less than a year.

Do Senior High School Girls Plan to Take Home Economics Work in College?

Most girls do not plan to take home economics work in college. Twenty-four per cent indicated that they planned to take some courses in this area; 76 per cent did not anticipate taking any more home economics.

How Can Home Economics Courses Be Made More Valuable?

Suggestions were made by many of the girls that pretesting should be a part of class planning since much repetition occurs and the overlapping makes for boredom on the part of the pupils. More choice in units to be pursued was requested, and more pupil decision through guided planning seemed desirable. A desire for greater stimulation, creativeness, and leadership that would provide a challenge through individual thinking was demanded by girls in the higher IQ range. Suggestions for improvement were many and varied, including more experimentation and more advanced work than is usually done on the senior high school level.

Does Junior High School Home Economics Have Any Bearing on Election of Home Economics in Senior High School?

Junior high school home economics leaves a very definite impression in the minds of most girls. A larger number of girls retained an unfavorable opinion of their junior high school home economics than the number of girls who enjoyed and wanted more home economics. However, girls who did retain a favorable impression of their work in junior high school were ardent in their praise. Lack of sufficient laboratory work and too much reading and writing were complaints of great frequency; large classes with insufficient help from the teacher were also mentioned quite often. One girl stated,

> Junior high school home economics classes are too crowded. You can't get help. With only about two minutes to the girl, we just waited and waited and you lose interest. I figured it would be just the same in senior high school.

A girl who had elected home economics in senior high school said,

> Yes, it had a great bearing on my taking home economics in senior high school. I had a wonderful teacher in junior high school who taught me everything there was to know and it was so interesting. The way I figure it I will someday have a home of my own and I will certainly do a better job of it because of home economics.

On the whole the course of study set up for the Washington (D. C.) school system seems very good. The development of the homemaking program does not cause the teachers to lose sight of its integration with the total school program. Stimulation and guidance of girls in the paths for leading effective and satisfying lives have remained uppermost in the planning of the curriculum. But, here again, is emphasized the need for better planning with, rather than for, the pupils. From impressions gained from junior high school home economics, it may be assumed that the program is definitely not filling the needs and wishes of the majority of girls.

Are Home Economics Teachers Good Examples of Their Teaching?

No part of the questionnaire evoked so many and emphatic replies as this particular question. In general it was felt that home economics teachers were good examples of their teaching, but there was strong criticism regarding the lack of certain qualities the girls felt were vital to good home economics teachers. (A breakdown of results is shown in chart 1.)

Does Having Up-to-Date Laboratory Equipment Add Interest to Home Economics?

The great majority of the girls were convinced of the value of modern equipment.

Is Laboratory Work Enjoyable to Most Girls?

Laboratory work was considered the most enjoyable part of home economics by 80 per cent.

Is There a Carry-over from Home Economics into Daily Living?

Seventy-five per cent of the girls felt that there was a definite carry-over of home economics into the home.

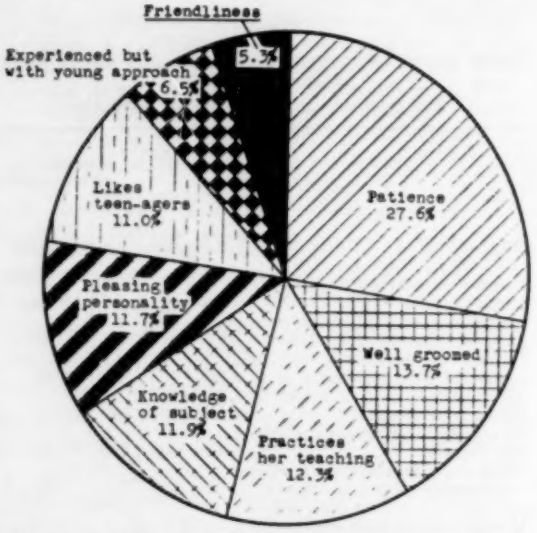


CHART 1. QUALITIES GIRLS WANT MOST IN HOME ECONOMICS TEACHERS

In What Areas of Home Economics Do Girls Want More Work? (See chart 2.)

Help in teen-age problems and clothing led all other requests for additional work; foods, art of entertaining, home management, consumer buying, home decoration, and others followed in the order named.

Who Encourages Girls to Take Home Economics? (See chart 3.)

Parents were the influential factor in 25 per cent of the cases where girls enrolled in home economics classes; the administration accounted for another 25 per cent of the electees; 20 per cent of the girls were influenced by friends; and the remaining 30 per cent who elected home economics did so because of personal interest.

Are Pretests Given for Placement in Home Economics Classes?

Only 34 girls of the total number who responded to this question indicated that they had ever been given any type of placement test.

What Part of Home Economics Work Is Most Interesting?

CHART 2. AREAS OF HOME ECONOMICS IN WHICH GIRLS WANT MORE WORK

To 39 per cent of the girls, clothing had proved most interesting; 30 per cent had preferred foods; 12 per cent had found home decoration most to their liking; and the others were divided in their interests in various areas.

Some interesting quotes from the girls in the 102 to 117 IQ range group were:

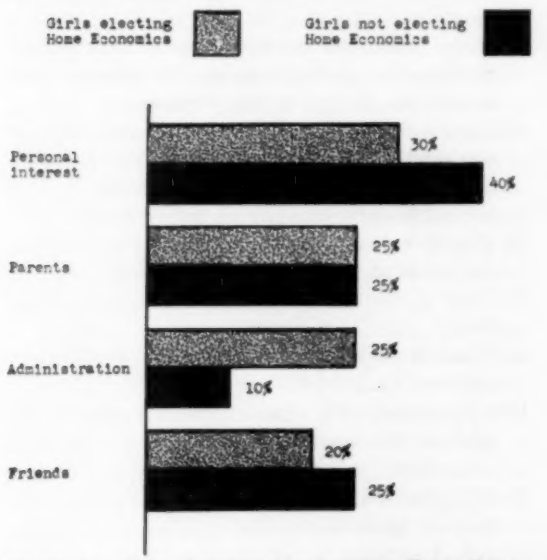


CHART 3. MAJOR FACTORS INFLUENCING GIRLS RELATIVE TO THE ELECTION OF HOME ECONOMICS

The teacher should appear to enjoy what she is teaching.

All home economics courses are good unless the teacher makes them boring.

I plan to major in home economics in college. I think the courses could be made more interesting by giving sex education courses.

I have learned such a lot that I couldn't have learned at home.

What Qualities Should a Home Economics Teacher Have to Make for Maximum Interest in Her Classes?

The qualities possessed by home economics teachers made a definite impression upon their students.

Patience in teaching led all other comments regarding desirable qualities in home economics teachers. Some comments from girls in the 117 to 136 IQ range follow:

A home ec teacher should be patient, willing to help at all times, willing to show you new things, and most of all hold back her temper.

She should be patient with the girls who don't learn as fast as they should. She shouldn't punish or ridicule them for it.

In the lower IQ groups, the requests for teachers with more patience was even more prevalent. This is readily understandable since these groups have a lower ability to grasp a situation quickly.

Good grooming is an essential characteristic in a home economics teacher because it is a unit she will be teaching. Pupils notice poor grooming much more quickly in a home economics teacher than in a so-called academic teacher. One girl said:

To have a poorly groomed home economics teacher is comparable to having an English teacher who uses ain't as a regular part of her vocabulary.

Many girls mentioned that the home economics teachers should "practice what they preach" with regard to dress, manners, and conduct. Knowledge of subject matter, pleasing personality, and the ability to like teen-agers were frequently mentioned. It appears that the girls have a talent for diagnosing the feelings of teachers toward their students. Teachers with a young approach, friendliness, enthusiasm, and many other qualities were mentioned.

Are Girls Aware of What Is Being Taught in Home Economics Courses?

The survey revealed that only 41.3 per cent of the girls actually knew what was being taught in the home economics courses in their schools.

Do Parents Feel That Other Courses Are Needed More by Their Daughters Than Is Home Economics?

Answers from the girls indicated that 63 per cent of the parents felt other subjects were needed more by their daughters than was home economics.

The majority of girls who did not elect home economics did so because of a preference for other subjects. (See table 3.)

TABLE 3

Reasons given by girls who failed to elect home economics in senior high school

REASONS GIVEN	RESPONSES	
	number	*per cent*
Preferred other subjects	124	19
Schedule too full	111	17
No interest	74	11.5
Learned at home	66	10
Business course prevented	66	10
College preparatory course prevented	64	9.9
Felt no need	48	7.3
Junior high school course was enough	37	5.6
No challenge	35	5.5
No emphasis placed upon	14	2.1
Junior high school discouraged them	14	2.1
Others	2	0.2

Why Do Girls Fail to Elect Home Economics?

Nineteen per cent of the girls preferred other subjects; 17 per cent said their schedule was too full; no interest was given by 11.5 per cent; and 10 per cent said they had learned at home. The other 45 per cent gave a varied number of reasons of smaller proportions. One girl stated, "I do not like the method by which home economics is taught." [It is interesting to note that she had attended a parochial school which gave no home economics in junior high school and she had had none in senior high school.] Other comments were:

In junior high everything we did was old fashioned. We even washed dishes in a pan and rubbed off a cake of soap.

Many of us girls hated home ec so bad in junior high school that we won't take it now. We didn't learn much there and figure we won't now.

Since so many girls who are preparing for college entrance feel they cannot take home economics in senior high school, it seems necessary that the teachers of home economics familiarize themselves with college requirements, make a study of the colleges their students will attend, and inform all of the girls within their schools of the general acceptance of home economics for college entrance credit.

The socioeconomic situation did not have an effect upon the election of home economics in senior high school. Girls coming from homes where the father was employed in professional work, such as law or medicine, were just as likely to elect home economics as were the daughters of laborers. In one class, two girls were daughters of attorneys; one girl was enthusiastic about home economics while the other frowned upon it. In this survey it was impossible to determine any relationship between the election of home economics and the socioeconomic situation within the home.

In the selected schools in which the test was given, there was a slight variation in the average IQ of the girls who did and the girls who did not elect home economics. The average IQ of the girls electing home economics was 102.69 and of the girls not electing it 105.66. The study revealed that the girls electing home economics had an average IQ of 2.9 points less than that of the non-electees.

Conclusions

From the above findings we may conclude that, for the population studied:

1. Most students take home economics because of a personal interest in the subject.
2. The junior high school home economics program has a marked effect upon whether or not girls elect home economics in senior high school.
3. Many students have a false impression regarding the credit colleges allow for home economics courses.
4. Home economics courses need constant revision to meet the needs of the pupil.
5. Good publicity would attract more students into the home economics curriculum.
6. Girls really like a well-taught home economics program.
7. Home economics teachers need to have certain qualifications and personalities to influence girls toward the election of their courses.
8. Parents are very influential in the election or non-election of home economics by their children; therefore, it is vital that parents have a thorough understanding of the program.
9. The home economics program is not meeting the needs of the pupils in many situations.
10. Girls prefer home economics classes without boys.
11. There is too much repetition in home economics courses.
12. Opportunity for faster progress should be allowed the more able pupils; more challenge is needed.
13. IQ's play a slightly significant part in the election of home economics; socioeconomic status plays no part in whether or not girls elect home economics.

General Foods Fellowships

Promote Varied Studies in Home Economics

IN the most comprehensive, industry-supported program of advanced study in home economics to date, 16 women are carrying on advanced work in almost as many areas of home economics in nine universities and three colleges.

The fellowship program is that of the General Foods Fund, Inc., an independent foundation sponsored by General Foods Corporation, which last spring announced a fund of $84,000 for graduate study in home economics.

Each of the participating institutions receives a grant of $7,000 with $1,000 used as a cost of education supplement and the $6,000 to be used to establish $3,000 fellowships. The institutions may grant either one-year fellowships to two candidates for master's degrees or a two-year fellowship to one candidate for a doctor's degree.

The General Foods Fellows and the institutions awarding the fellowship are:

Corinne Maloney, a native of Ridgeway, Illinois, who is studying toward a master's degree with a major in family housing and home management at the *University of Illinois.* She completed her bachelor's degree at the University of Illinois in 1955, where she was an honor student and member of Omicron Nu. She has been a homemaking teacher at Greenfield High School in Greenfield, Illinois.

Mrs. Mary Elizabeth Prather, at *Iowa State College,* has a BS in foods and nutrition and an MS in nutrition from Alabama Polytechnic Institute. Her experience includes work as a technician in human nutrition at the Alabama Experiment Station and as an instructor on the staff of the School of Home Economics at the Institute. Her work toward a PhD will be in food and nutrition with a possible minor in physiology.

Arvilla Fliginger of Pittsburg, Kansas, and **Mrs. Leabelle McCormick** of Manhattan, Kansas, are studying at *Kansas State College* on General Foods Fellowships this year. Miss Fliginger is a 1956 graduate of Kansas State Teachers College in Pittsburg and has taught home economics in the Grant (Kansas) County high school. She will work toward her master's degree in foods and nutrition.

Mrs. McCormick, a 1952 graduate of Kansas State College, taught home economics at Fowler, Indiana, and last year was an assistant instructor in family economics at Kansas State. Her master's work is in the area of family and child development.

Grace Augusta Miller of East Lansing, who is studying at *Michigan State College,* is a graduate of Simmons College and the holder of an MS degree from Michigan State University in the areas of institution administration and education. She has been food service director in the YWCA in Portland, Maine, cafeteria director of the University of Vermont, food supervisor with the Colonnade Company in Cleveland, an instructor at the University of Illinois, and a research worker in institution administration at Michigan State since 1955. The tentative title of her research is "A Study of the Effectiveness of Academic Preparation of Recent Home Economics Graduates as Related to Managerial Responsibilities in the Food Service Industry."

Mrs. Evelyn Franklin and **Mrs. Kathleen H. Stuart** are fellowship recipients at the *University of Minnesota.* Mrs. Franklin received both her BS and MS from the University of Minnesota. For several years, while studying toward her master's degree, she was staff interior decorator for two Minneapolis hotels. She is president of the local Phi Upsilon Omicron Alumnae Chapter and has been the winner of the "Miss Betty" honor given by the home economics students for superior teaching. Her major field of interest is related art.

Mrs. Stuart is a native of Roanoke, Virginia, where she received her education through high school. Widowed after a few years of homemaking, Mrs. Stuart entered Radford College and received her BS degree in June 1957. She received one of the State of Virginia scholarships, was president of the campus clubs for home economics teachers, and served as a student assistant in the home economics department. Her advanced work is in nutrition.

Sara L. Manning holds the General Foods Fellowship at the *New York State College of Home Economics at Cornell University.* She will use the funds to complete her work for a PhD degree. Her study will concern itself with how families manage financially when their incomes fluctuate.

Margaret Wilson, who is studying at the *Ohio State University,* earned her BS at Michigan State University and her MS at Ohio State University and completed her dietetic internship at New York Hospital Cornell University in 1947-48 and her nutrition residency at Ohio State University Hospital in 1955-56, where she is administrative dietitian. Her study will continue her interest in the field of education with particular emphasis on the educational program of the dietetic intern. She is preparing herself to become an internship director. Presently, she is chairman of the American Dietetic Association's education section project on "continuing education program."

Mrs. Marie Beth Fleming and **Catherine June Cook** are both studying at Oklahoma State University toward master's degrees. Mrs. Fleming, a graduate of the University, has been teaching vocational homemaking in the high school at Cleveland, Oklahoma, and supervising the work of student teachers. She has been active in the AHEA and the Oklahoma Vocational and Education Associations. Her area of study will be home economics education.

Miss Cook is also an Oklahoma State University graduate. She was active in the Home Economics Club, the Home Economics Student Council, Phi Upsilon Omicron, and Phi Kappa Phi. Since graduation she has been an assistant home demonstration agent in Canadian County, Oklahoma. Her study will be in the area of promotion of leadership in 4-H Club programs.

Saroj Khanna of New Delhi, India, and **Ruth E. Gates** of Peru, Nebraska, are both working on their doctorates at *Pennsylvania State University.* Miss Khanna holds a home science diploma, a teachers' training diploma, and a bachelor of education degree from Lady Irwin College in New Delhi as well as degrees from East Panjab University, and an MS degree from the University of Nebraska. As head of the home economics department at the Lady Irwin Higher Secondary School, Miss Khanna lectured and often gave radio talks on home economics. She expects to continue study on the contemporary home and family problems of India. She hopes to return to India after work on her doctorate is completed and assist the government set up a graduate program in home economics.

Miss Gates holds a bachelor of science degree from the University of Nebraska and an MS from Kansas State College. She has taught home economics in high schools in Nebraska and in the University of Tennessee, spent two years in textile research with the Bureau of Human Nutrition and Home Economics (now the Institute of Home Economics) in Washington, D. C., and was an assistant professor at Whittier College—a position from which she had a year's leave of absence to work with the American Friends Service Committee in Israel. Her study will be concerned with the relation of clothing to certain personality factors.

Mrs. Irene Pistachio, studying at *Purdue University,* holds a BS degree with a major in biology from Albright College and an MS degree from Pennsylvania State University. Between degrees she completed the A.D.A. requirements for entering an internship which she held at Newark Beth Israel Hospital. She has been an administrative dietitian at the Hospital of St. Barnabas, has done graduate work at Iowa State College and Purdue University, and taught at Hood College. Last year at Purdue she was an instructor in foods and nutrition. Her research study will be in the area of child nutrition.

Nell Logan at the *University of Tennessee* holds both a BS and an MS from the University and is a resident of Tennessee. She has taught home economics in high schools in Tennessee and at the University High School of Ohio State University before returning to join the staff of the home economics education department at the University of Tennessee. For the past two years she has been on the University of Tennessee Team in India, where she has been associated with Lady Willingdon College and St. Christopher College as a consultant on teacher education. Her work toward her doctorate will be in home economics education.

Margy Woodburn, who is the General Foods Fellow at the *University of Wisconsin,* holds a BS degree in home economics education from the University of Illinois and an MS in foods and nutrition from the University of Wisconsin. She has taught at both Illinois and Wisconsin, and for several years was a teacher of adult evening classes and secondary classes in homemaking at Amboy, Illinois. During the past year she was an instructor in foods and nutrition at the University of Wisconsin. The tentative title of her study is "The Effect of Substrate on Viability of Selected Bacterial Species at Low Temperatures."

Make your hotel reservations for the AHEA annual meeting early. See pages 151 and 152.

An Experimental Approach to Housing Research

Byron E. Munson

Dr. Munson, an associate professor of sociology at North Texas State College, is a former faculty member of the University of Illinois. He was a sociologist on the project described here.

IT WILL be the purpose of this paper to describe briefly a laboratory technique of housing research that has been developed by the University of Illinois Small Homes Council.[1] Ultimately the aim of this research is to devise an empirical method for determining space design criteria.

For approximately 30 years, researchers have relied primarily upon housing surveys to determine both what is and what ought to be the nature of housing. But difficulties in control of pertinent variables, such as family characteristics, house plan, and furniture, have greatly limited the value of surveys as a basis for space design criteria.

The laboratory method of housing research has several obvious advantages over the survey method. Acceptability of the various design features may be measured under controlled conditions. In addition, the "space laboratory" provides an almost ideal situation for the determination of the way the various rooms in the house are used. With this in mind, an experimental house, or "space laboratory" as we called it, was designed and constructed, then lived in by actual families. It was 24 x 36 feet in size and could be completely changed from one floor plan to another by three men in two or three days. Both outside and inside appearance were quite normal. Furniture was modern in style and the same for all room arrangements.

Concerning the test families, our specifications called for: (1) families that were reasonably representative of the middle class way of life; (2) two children of opposite sex, one in school and one of preschool age; (3) mother not employed outside the home; and (4) the parents in their thirties.

Method of Data Collection

We were generally concerned with three levels of adequacy: (1) the physiological level, (2) the psychological level, and (3) the social level. Initial reactions of both the father and mother to the various floor plans and facilities tested were determined, and, at the end of each plan-period, a lengthy questionnaire was filled out. Features were compared on a plan-by-plan basis. Each family lived in six different house plans; five of them were plans that the Small Homes Council wanted to test, and the sixth was drawn up by the test family. The first families tested lived in each plan one month; however, it was found that this was not long enough for attitudes to crystallize. Experimentation with plan-periods of different lengths indicates that a family should live in each plan for at least two and preferably three months or more. Actual use of the various rooms in the house was determined by the use of an "activity log." This consisted of the family's keeping a daily record of all of the activities carried on in the house —where, by whom, and when—for one-half of each plan-period.

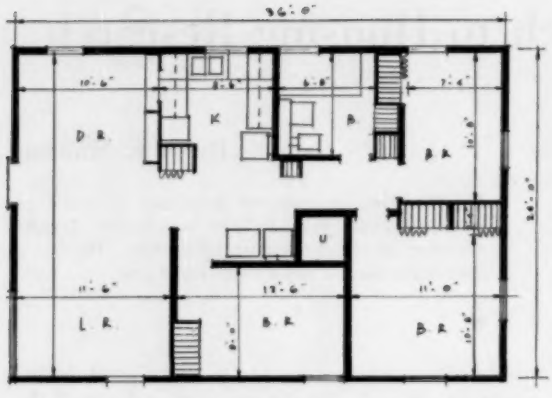
Family Reactions

Comments are based on the ***reactions of the mother of only one of the five families*** which occupied the house, for the purpose of illustrating some of the things this family liked and did not like.

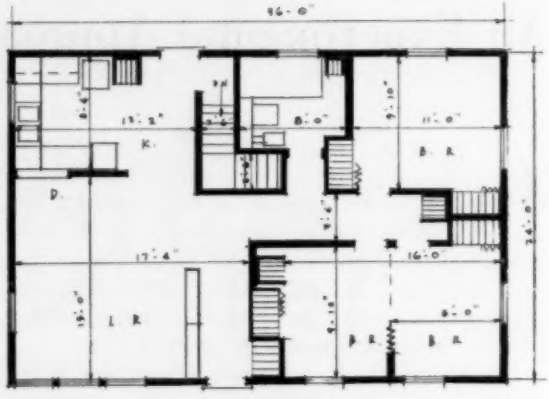
The living-dining room arrangement in Plan B was liked because it was adequate in size for family activities and entertaining. Both the living and the dining areas in Plan B were ranked second in terms of adequacy of size.[2] The mother liked the arrangement of the kitchen; however, she wanted space to eat in the kitchen. Kitchen work arrangements in Plan B were rated first in ade-

[1] The material in this section is derived from "Family Reactions to Plan Variations" by BYRON E. MUNSON and RUDARD A. JONES, *Proceedings of the Eighth Annual Short Course in Residential Construction*, University of Illinois Small Homes Council, 1953; and the Small Homes Council's unpublished report to HHFA, Final Report, Design Criteria for Space in Dwellings, HHFA Project O-T-37. This research is a continuing project, and this report is a summary of only one small segment of the work. The author is indebted to the Small Homes Council for permission to use this data.

[2] The mother was asked to rank, in order, the basic features of all plans, from most adequate to least adequate (1 to 5). Living and dining areas and the master bedroom were ranked in terms of size; in the kitchen, work arrangements were ranked in terms of convenience; and the laundry arrangements were compared in terms of convenience and appearance.



Plan B

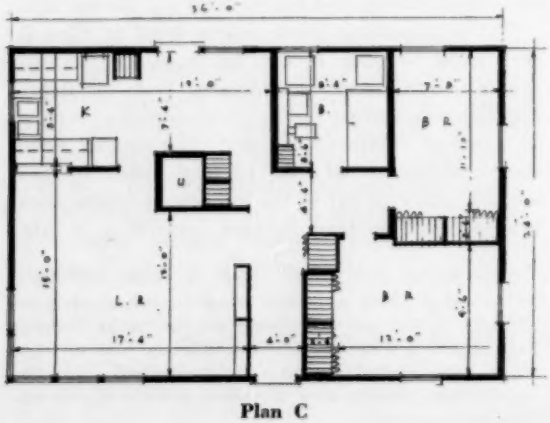


Plan D

quacy; however, more space was desired so that two persons could work in the kitchen simultaneously. Bedroom arrangements were liked, primarily because "the bedrooms appear to be spacious." A guest bedroom was considered unnecessary. The master bedroom (largest bedroom in each plan) was ranked first in terms of adequacy of size. The mother liked the laundry arrangements in the hall area because "it is handy to the kitchen for soaking, close to the work center, and out of sight but available." These laundry arrangements were ranked first in both appearance and convenience; however, a separate utility room for the laundry was considered superior. Three out of four of the major features of Plan B were given a number one ranking—the largest number of first rankings of any of the plans tested.

As in Plan B, the living-dining room in Plan C was large enough for family activities and entertaining. All meals were eaten in the dinette. Living space in Plan C was ranked first and the dinette third in terms of ideal size. The kitchen is the same as it was in Plan B. This arrangement was again regarded as "very handy" but given the rank of second best in Plan C and in subsequent plans. The master bedroom was considered too large and the children's bedroom too small. Moreover, the mother wanted three bedrooms so that each child could have a separate bedroom. The master bedroom was ranked third in adequacy of size. Laundry arrangements in the bathroom in Plan C were regarded as "handy," but they were rated third in convenience and fourth in appearance.

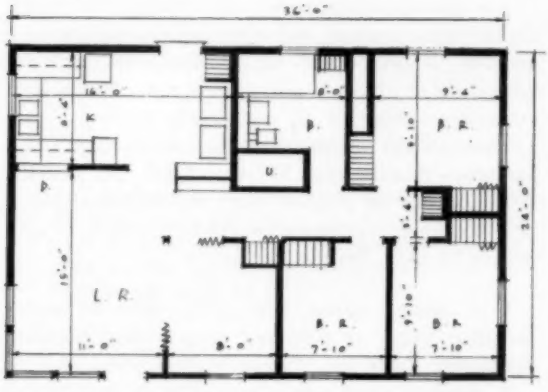
The mother felt that the advantages of a vestibule did not offset the loss of space in the living-dining room in Plan D, although the living-dining room was large enough for most activities. Living space was ranked third in adequacy of size, and the dinette space was ranked fifth or last. As in previous plans, the kitchen in Plan D was generally well liked; however, the mother wanted a utility cabinet and a broom closet in the kitchen. The folding wall separating the children's bedrooms was liked because one large room could be



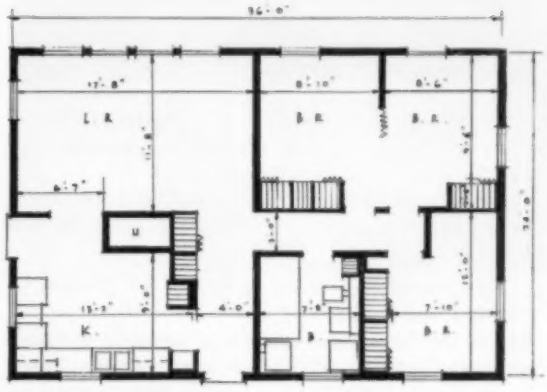
Plan C

Rankings of basic features of plans tested by Family II ranked in order from most adequate to least adequate

PLAN	LIVING-DINING ROOM		KITCHEN	MASTER BEDROOM	LAUNDRY	
	Living Area	Dining Area				
	Size	Size	Work arrangements	Size	Convenience	Appearance
B	2	2	1	1	1	1
C	1	3	2	3	3	4
D	3	5	2	2	4	2
E	3	4	2	4	2	5
F	1	1	3	5	3	3



Plan E



Plan F

made out of the two smaller bedrooms, but it was disliked because of noise transmission. The master bedroom ranked second in adequacy of size. Laundry arrangements were rated least convenient of all tested and second in appearance. "Having the laundry in the basement makes too much walking up and down stairs. It is unhandy in general, too, but it keeps the muss downstairs."

A special feature of Plan E is the playroom separated from the living-dining room by a folding wall. By itself the living-dining room was not large enough for family activities and entertaining, but, when the playroom was used as an adjunct of the living-dining room, it was quite adequate. The living space shares the ranking of least adequate size with Plan D, and the dinette space ranked fourth. Again the kitchen was basically the same as in previous plans. The bedroom arrangement was generally satisfactory, with the master bedroom being used frequently for sewing and reading. The master bedroom was ranked fourth in adequacy of size. The laundry in the kitchen was liked, primarily because it was close to other kitchen activities. It was ranked second in convenience but last in appearance.

The salient feature of Plan F is the reverse orientation, that is, living-dining room located at the back of the house. The mother was not satisfied with this feature, but she ranked both the living space and dinette space first in adequacy of size. The kitchen was disliked because "the cabinet and work top areas are badly arranged. The sink and counter, to the right of the sink, should be reversed." This kitchen was given the lower ranking of the two kitchens tested. Bedroom arrangements in Plan F are basically the same as in Plan D. The mother liked the folding wall arrangement between the children's bedrooms for play, ease in cleaning, and ventilation. The master bedroom was ranked last in adequacy of size. Bathroom-laundry arrangements in Plan C were similar to Plan F but narrower in the latter. "This makes it unhandy to sort clothes and work with the equipment." The mother ranked this laundry arrangement third in both convenience and appearance.

Conclusions

The principal merit of the laboratory technique of housing research is that it is possible for the researcher to hold constant variables such as neighborhood, furniture, room sizes and arrangements, and other features. The major difficulty with the technique as herein described is that it is quite costly and time-consuming. One of the greatest costs stems from the periodical revision of the floor plan and facilities; however, this cost could be greatly reduced by using five or six houses of a more permanent nature, with different floor plans.

To Replace Outdated Health Practices

The American Public Health Association is initiating a long-range program to help communities cope with new and changing health problems, including radiological health, accident prevention, mental health, chronic disease and rehabilitation, child health, environmental health, and medical care and public health administration.

Reporting . . . . . NEWS of

EMILY C. DAVIS
ARS Information Division

A new tool for nutritionists is a publication showing average amounts of 18 amino acids in 316 foods.

This reference material, prepared by Martha L. Orr and Bernice K. Watt, food composition specialists in the household economics research division, presents the values which now appear most suitable for estimating the amino acid content of foods, dietaries, and food supplies.

Because animal food products are plentiful and popular in the United States, protein quality is not a major problem in this country's nutrition. However, planning for amino acids is important in limited diets in this country, and it is important in many parts of the world for large segments of populations, especially for young children.

Urgent need for amino acid tables led the ARS research team to prepare preliminary tables on 12 amino acids for the use of a committee on protein requirements of world populations of the Food and Agriculture Organization of the United Nations' meeting in Rome in 1955. This material has also been used by a committee on amino acids of the food and nutrition board of the National Research Council.

Food analyses from many laboratories in this country and in other parts of the world were studied and used in deriving the values. Most of the data are based on work reported since 1945, and nearly half since 1950.

Laboratory work of analyzing foods for these building blocks of proteins was a slow and costly task until microbiological methods were introduced in the 1940's.

The authors consider their published values on amino acids as still tentative. They invite investigators to send in reprints of published analyses or copies of unpublished reports to facilitate progress toward making future revisions of amino acid values more accurate and effective.

"Amino Acid Content of Foods," HERR—4, may be ordered from the Superintendent of Documents, Government Printing Office, Washington 25, D.C. Price 45 cents.

Proceedings of the nutrition education conference of April 1957 are now available. This conference was held to assess the current status of nutrition education and to find means of increasing its effectiveness.

The publication provides new reference material for nutrition leaders, including talks at the general sessions, a symposium on problems of nutrition education of different age groups, and reports and recommendations of 12 work-study groups.

"Proceedings of the Nutrition Education Conference, Washington, D. C., April 1-3, 1957," MP-745, may be ordered from the Superintendent of Documents, Government Printing Office, Washington 25, D.C. Price 45 cents.

For money spent, few foods offer as much nutritive value as potatoes, says a new booklet, "Potatoes, Facts for Consumer Education."

A medium-sized potato boiled in its jacket supplies about 25 per cent of the ascorbic acid, and almost 10 per cent of the niacin, thiamine, and iron needed by the average adult in a day's diet, along with about 4 per cent of the protein, riboflavin, and food energy—to name only part of a potato's nutritive contribution.

The booklet points out important changes that recent years have brought in potato buying from the consumer's standpoint. For example: New and improved varieties have been developed. Handling and storage of the crop are more efficient. More potatoes are washed before marketing; more are prepacked in sizes convenient for consumer use and in a form allowing better opportunity for inspection. Consumers have shifted from buying and keeping large supplies of potatoes to more commonly buying for a few days or weeks ahead, thus saving much loss in shrinkage and spoilage that occurred in home storage.

A section on buying potatoes includes new developments in processed potatoes available to the consumer, as well as marketing information on fresh potatoes. Also included is source material on such topics as potato supply and demand, grading and inspection, regulations and standards, cooking quality, and home care and storage. A number of questions that homemakers ask about potatoes are cited and answered.

According to present planning the booklet on potatoes is the last in a series started in 1951 by the household economics research division to provide information on selected food commodities for teachers, food editors, nutritionists, and other educational leaders. Other booklets in the series have dealt with tomatoes, peaches, beef, pork, milk and its products, and bread.

Single copies of "Potatoes, Facts for Consumer Education," AIB—178, may be obtained on request from the Office of Information, U.S. Department of Agriculture, Washington 25, D.C.

Program Plans

for 1958 Annual Meeting

Irene E. McDermott

Miss McDermott is senior vice-president of the American Home Economics Association and chairman of the program planning committee for the 1958 annual meeting of AHEA to be held in Philadelphia June 24 to 27.

JETS and satellites . . . neighbors nearby and afar . . . womanpower . . . conflicts in educational pronouncements . . . seldom have the great issues of our day been so close to all of us as citizens or so closely touching the professional lives of each of us.

Seldom has our need to come together to pool our wisdom, creative ability, and our courage been stronger than now. Our 1958 annual meeting of AHEA is our meeting at the "summit"—our opportunity to get a better picture of the challenges and the strengths of today's situation. It is our opportunity to sketch in the broad framework of professional programs and personal attitudes that will conquer the dangers and emphasize the strengths. We can draw courage and ideas from each other.

The program planning committee for the 1958 annual meeting believes that strengths do predominate in national life and in our professional life. How to capitalize on these strengths is one of the themes running through all of our plans for the 1958 annual meeting in Philadelphia.

Our four days of annual meeting will consider the broad issues of concern to all of us, but they will also allow time for each of our sections to exchange ideas on those things of most immediate interest to the subject-matter or professional group. Eye openers will include one on the folk music of the broad valleys of Pennsylvania, another on a trade fair behind the Iron Curtain, and a third, a bow to our own more attractive selves.

And what better year than this to revisit the shrines and historic spots of Pennsylvania, where our nation was declared free, and to enjoy the vacation spots of our mountains and lakes.

The 1958 program committee hopes that you will come to Philadelphia June 24 to 27 and stay on to vacation in Pennsylvania this year. We promise you will go home inspired and refreshed.

Standard Photo Service

Members of the program planning committee for the 1958 annual meeting of AHEA pause at the fountain in Logan Circle during a short sight-seeing trip in Philadelphia at the close of the program planning meeting in late October. LEFT TO RIGHT: *Grace Nadig and M. Esther Hill, vice-chairman and chairman of the local arrangements committee; Beulah V. Gillaspie, president of the AHEA; Irene E. McDermott, chairman of the program committee for the 1958 annual meeting; and Flora Dowler, president of the Pennsylvania Home Economics Association. Other members of the program planning committee are: Elizabeth Dyar, AHEA vice-president; Mrs. Florence Low, representative of the sections on the AHEA executive committee; Helen Ridley of J. Walter Thompson Company, New York; Grace Steininger of the New York State College of Home Economics at Cornell University; Rita Youmans, president of the Wisconsin Home Economics Association; and Mildred Horton, AHEA executive secretary.*

Photo by Pennsylvania State Department of Commerce

LEFT. *Typical of the Pennsylvania resort facilities is this scene from Northeast Pennsylvania.*

BELOW. *Cannon along Confederate Avenue at the Gettysburg battlefield.*

RESEARCH

Factors Influencing Wear of Girls' Dresses[1]

Ida Ingalls

Miss Ingalls is an associate professor of clothing, textiles, and related arts and associate home economist of the Experiment Station department of home economics at Oregon State College.

THE survey of mothers' opinions concerning clothing for their grade school daughters (*1*) appeared to indicate that the greatest number of problems centered around the manufacturers' girls' sizes 10, 12, and 14. The mothers stated that there was more difficulty in finding dresses that were becoming, that fitted satisfactorily, and that wore well in these sizes than was encountered in selecting dresses for the younger sisters who wear smaller sizes. The armscyes, the waistlines, and the buttonholes were the specific areas reported as showing signs of wear most quickly.

With these problems in mind, a project was undertaken to try to determine (1) the factors which, individually or in combination, apparently bring about rapid wear in these specific areas of girls' ready-to-wear cotton school dresses in sizes 10, 12, and 14; (2) the degree of standardization and reliable size-to-size gradation the consumer may expect to find; and (3) whether price is always indicative of quality.

Procedure

The selected sizes of dresses (girls' 10, 12, and 14) are worn largely by girls in the third, fourth, fifth, and sixth grades.

Eighteen schools in the Willamette Valley in Oregon, chosen at random, were visited, and 2,099 girls were measured. Each girl was given a questionnaire, identified with her set of measurements, to be filled out by her mother, indicating the size dress currently worn by the daughter and listing names of brands which, in the mother's opinion, were satisfactory and brands considered unsatisfactory.

All measurements were taken over indoor clothing, and shoes were worn. Circumference measurements were taken more or less snugly to allow for the bulk of the garments. These measurements were used as the basis for parts of this study having to do with mothers' opinions as to desirable amounts of ease over and above body measurements.

Two investigators measured the girls. In order to assure greater accuracy, the height and weight were recorded by one person; the other measurements were made by the second. For the same reason, one set of measuring devices was used throughout in the survey.

These measurements were taken of each girl:

HEIGHT—From crown of head to floor—shoes on; to nearest ½ inch

WEIGHT—To nearest pound

CHEST—Taken by tape measure, held horizontally around the body, under the arms, including the lower portion of the shoulder blades; to the nearest ½ inch

WAIST—Taken by tape measure at waist height, belt or sash removed; to the nearest ½ inch

ARMSCYE—Taken by a flexible link chain—over the shoulder on the normal armscye line, close to the joining of the arm to the body at the underarm; to the nearest ½ inch

UPPER ARM—Taken by tape measure around the arm, two inches above the inside bend of the elbow; to the nearest ½ inch

BACK WIDTH—Taken by tape measure across the back from armscye to armscye, halfway between the cervical bone and the lower armscye curve; to the nearest ½ inch

WAIST LENGTH—Taken by tape measure at center back from the cervical bone to the middle of a tape held at waistline; to the nearest ½ inch

LENGTH OF DRESS WORN—Taken by tape measure from the cervical bone to the lower edge of the dress; to the nearest ½ inch

[1] Technical paper No. 1082. Oregon Agricultural Experiment Station, Oregon State College, Corvallis.

Because it was found that many of the girls who were measured in the survey were wearing size 8 dresses, it was decided to include this size, also. The selected sizes referred to in this paper include four sizes; namely, sizes 8, 10, 12, and 14 in girls' ready-to-wear.

Fifteen brands mentioned frequently on the completed questionnaires plus three brands from two mail-order houses and one chain store comprised the 18 brands studied. Dresses in the selected sizes with the following specifications were measured and examined in the stores.

1. Normal waistline
2. Normal set-in short sleeve
3. High, round neckline
4. Full skirt gathered or with unpressed plaits

In this survey, 197 dresses in 72 styles were studied. The measurements of these dresses were taken on the inside, as the dress was lying on a table. All circumference measurements were taken with the dress buttoned as it would be worn. Waistlines with elastic were measured in both a relaxed and a completely extended position.

The buttonholes were rated subjectively by one investigator as satisfactory or unsatisfactory. The judgment depended upon the depth and closeness of the stitches, finishing of the ends, and fastening of threads. The attachment of the buttons was judged in the same manner; adequacy of the stitches holding the buttons and security of the thread ends were examined. From the analysis of these data, comparisons and conclusions were made.

Six dresses of nationally advertised brands in size 12 and costing from $5 to $6 were selected from those studied and were purchased for more intensive investigation. In addition, two dresses, also in size 12, but costing less, were purchased for this intensive study, one from a mail-order catalog and one from a chain store. The physical properties of the fabrics, seams, and threads were tested. These eight dresses are referred to as the "eight dresses." (See table 1.)

Fabric strength of the eight dresses was tested by the grab method, and an average of 10 tests made both warpwise and fillingwise is reported. Strengths of skirt side seams were also measured

TABLE 1

Comparison of eight size 12 dresses

DRESS	1	2	3	4	5	6	7	8
SELLING PRICE	$5.95	$4.98	$5.25	$5.95	$5.95	$5.75	$2.98	$1.94
MEASUREMENTS—In Inches								
Dress length	35	35	34	35	35	35	34	35
Hem width	3	2¾	3	4	3	2¾	2	2
Chest	33	33½	35	34½	35	34	35	35
Waist	24 to 32	24 to 32	27 to 33	26 to 34	24 to 32	27¼	24 to 32	24 to 32
Back width	13	12½	13	13½	13	12½	13½	13
Waist length	13½	13½	13	13	13	13½	13	13
Armscye	15¾	15¼	14¼	13	14¼	13¼	15¼	15
CONSTRUCTION								
Armscye seams	Bound	Bound	Bound	Bound	Pinked	Bound	O'edge‡	Unfin§
	2 St*	2 St	2 St	2 St	⅜ in†	2 St	1 St	¼ in
Waistline seams	Pinked	O'edge	Unfin	O'edge	Unfin	Unfin	O'edge	Unfin
	1 St	1 St	2 St	1 St	1 St	2 St	1 St	1 St
	¼ in	¼ in	½ in	¼ in	½ in	⅜ in	¼ in	¼–½ in
Buttonholes	Sat‖	Sat	Sat	Sat	Fair	Sat	Fair	N sat¶
Buttons	Sat	Sat	Sat	Sat	Sat	N sat	N sat	N sat
FABRIC								
Filling strength—Pounds	32.5	31.4	34.7	20.3	20.2	36.4	26.0	32.2
Warp strength—Pounds	62.0	50.9	54.2	43.1	42.2	53.3	43.0	44.0
Per cent filling strength of warp strength	52.4	61.7	64.0	47.1	47.9	68.3	60.5	73.2
Side seam strength—Pounds	20.6	22.9	22.5	14.9	18.0	16.2	15.8	25.4
Per cent side seam strength of filling strength	63.4	72.9	64.8	73.4	89.1	44.5	60.8	78.9
Stitches per inch	13	11	11	9	11	10	8	10
Cords in thread	2	2	2	Comb** 2 & 3	Comb 2 & 3	2	Comb 2 & 3	2
Thread strength—Pounds	1.16	1.45	1.11	1.36	1.40	1.32	1.45	1.49
Shrinkage percentage Warp	1.2	——	1.8	0.6	0.06	——	0.06	0.06
Filling	0.06	2.5	3.7	0.6	1.2	0.06	1.0	3.1

Key to abbreviations

* Stitchings
† Inches
‡ Overedge
§ Unfinished
‖ Satisfactory
¶ Not satisfactory
** Combination

by the grab method with the seam perpendicular to the direction of the pull. Ten tests were made and an average was taken. Thread raveled from the machine stitching in each dress was examined for number of plies and tested for strength on an inclined plane yarn tester by the single strand method.

Accurately measured sections of the eight fabrics were laundered four times with family washings in an automatic machine, using a home laundry detergent.

these specific sizes is often likely to be small, although otherwise the fit of the dress will be satisfactory. However, of the 197 dresses examined, all were elasticized at the waistline with the exception of five which had waistline plackets. The mean figure for the variation in size allowed by the elastic was approximately seven inches for each of the four sizes, which would appear to be ample. However, the range of stretch for each size was rather wide, and the low figures for both the relaxed size and the range of stretch would be a

TABLE 2

Label information on eight dresses

DRESS	BRAND	MANUFACTURER'S NAME	MANUFACTURER'S ADDRESS	FABRIC MANUFACTURER	FIBER	FINISH	SHRINKAGE	COLOR-FASTNESS	WASHABILITY	CARE	MEASUREMENTS
1	X	X	X								
2	X	X	X	X	X	X	X	X	X		
3	X										X
4	X	X					X				
5	X								X	X	X
6	X										
7	X										
8											

Information on dress labels having to do with the following was reported (see table 2):

1. Dress manufacturer's name and address
2. Fabric manufacturer's name and address
3. Fiber content
4. The service to expect
5. Directions for the care of the fabric

Findings

This study indicates that the Oregon girl who wears a size 10 dress is shorter and weighs less than the approximate height-weight figures used by CS 153-48 (2) for size 10, and also that her height and weight figures closely approximate those of the Commercial Standard for size 8. Her other measurements, however, show that she has a waistline measurement, a back waist length, and an upper arm measurement which agree rather closely with the Commercial Standard measurements for size 10. The dress length she wears also agrees with the larger size. The same relationships were found among corresponding measurements in the other sizes in the study, namely sizes 8, 12, and 14. For purposes of comparison with the height and weight figures used in CS 153-48, adjustment was made in the Oregon figures to correct for the method of measurement.

Statements made by several buyers of girls' ready-to-wear agree that the waistline of the dress in small measure for the Oregon girl. Variations in measurements among brands may be an advantage when one is buying for the very slender girl, as well as for the one with the larger than average waistline. However, since only 454 questionnaires [2] were returned with usable information concerning brand names, one could assume that relatively few mothers knew and bought by brand name.

The armscye measurements as taken on girls in the Oregon survey are close measures which would need additions for ease, comfort, and satisfactory wear. The mean armscye figure for the dresses which were surveyed would give ease of approximately 2.5 inches for all four sizes. Although this seems adequate for comfort and wear, again the range of armscye measures in each of the four sizes indicates that some dresses are sold with armscyes which are inadequate in size, a definite factor in causing early wear.

Other measurements such as tight sleeve bands and narrow back widths that might cause early wear in the areas of the armscyes and waistlines were found. According to the Oregon study, sleeve band sizes seem to be adequate, but back widths appear somewhat narrow, especially in the two larger sizes. Some dresses were found to have

[2] Of 2,099 questionnaires, 700 were returned—454 had usable information.

back width measures considerably less than either the Commercial Standard measure or that of the Oregon girls.

Although mean *dress and waist lengths* seemed closely related to the length of the dress worn by the girl, the range of lengths included some that would be too short for the Oregon girl.

The variations of measurements in each size apparently had little, if any, relationship to the price paid for the dress. Dresses ranging in price from $1.98 to $25 were included in the survey, and the higher priced dresses were not found to be consistently larger and longer. Both the shortest and the longest dress in size 12 was priced at $3.98.

The construction of the waistline and armscye seams might also be factors causing early wear in these areas. Seams overedged with no other line of stitching must necessarily be narrow and would tend to pull out with strain. Even though other factors, such as the strength of the thread and fabric as well as the size of stitch, would in part determine the seam strength, seam types of questionable durability were found in considerable numbers in dresses selling as high as $8.95.

Both satisfactory and unsatisfactory *buttonholes* were found in all price ranges. The percentages that were rated as satisfactory increased with the price of the dress; but on the other hand, unsatisfactory buttonholes were found also in the more expensive dresses.

The 18 dress brands surveyed showed little *standardization of measurement*. Although the mean length of the dresses measured was very close to the Commercial Standard length for each size, the range of length measurements showed considerable variation in all four sizes—as much as 7.5 inches in the 49 dresses measured in size 8. Similar variations were found in other measurements. Therefore a *marked size* in girls' dresses indicates little as to what the measurements of the selected dress will be.

Among eight replies from eleven manufacturers who were queried, two indicated that their patterns were based on Commercial Standard 153-48. The remaining six reported that the Commercial Standard measurements were used with some changes which were considered to be desirable by their designers.

The Oregon survey indicated that the size-to-size gradations in the brands included is quite unpredictable, especially with certain specific measurements.

The cost of the dress does not appear to be a dependable indication of its quality, either in measurement or construction. It appears that good workmanship can be found in dresses in low price ranges as well as undesirable workmanship in higher priced garments.

The percentages of more desirable types of seams increased with price. In dresses costing $1.95 through $3.98, 56 per cent had armscye seams that were overedged, with no other line of stitching. This figure of overedged seams, together with the percentages of pinked and unfinished seams, is 69 per cent. In the $4.95 to $5.95 group, 84 per cent of the armscye seams were either overedged with an additional row of stitching or bound with two stitchings. However, in the still higher priced dresses, the percentages of stronger seams did not increase. The fact that only three dresses costing more than $10 were examined may not give a true picture of this price range. The improvement in seam type was seen in the waistline and body seams of the dresses. Conversely, it is noticeable that there are dresses having satisfactory seam construction in the lower price group and some with unsatisfactory seam finishes in the higher price group.

Hems increased in width from 1¼ inches in the $1.98 dress to 5 inches in the $25 dress. Although two dresses (9 per cent) of the low-priced group had French seams in the blouse of the dress, the percentage increased as the price increased.

Of the 72 dress styles examined, 60 per cent had *labels with some consumer information*. Only one dress ($4.95) had information on all points. Eight dresses carried the name of the dress manufacturer, and three of those also had the manufacturer's address. The fabric manufacturer's name was carried by 61 per cent of the labels, and 29 per cent carried both the name and address of the fabric manufacturer. The fiber used was given on 29 per cent of the labels, and 56 per cent indicated to varying degrees the service that could be expected from the fabric. Some instruction as to care and laundry was given on 68 per cent of the labels. Price had little to do with the presence and the adequacy of label. Of the 13 dresses costing $3.95 and under, 69 per cent had informative labels; in the $4.95 to $5.95 group, 50 per cent; in the $7.95 to $8.95 group, 63 per cent; and dresses costing more than $10, 67 per cent. Two brands showed measurements such as length, waist, and chest on the label.

The results of the more intensive study which was made on the eight dresses are shown in table 1. There were variations also in the hem widths,

back widths, armscye measurements, type and seam width, buttonholes, and manner in which the buttons were sewed on.

The physical tests made on the eight dresses are also reported in table 1. The tests indicate that the strengths in pounds for these dress fabrics are not inadequate warpwise. However, the fillingwise breaking strengths (20.2 to 36.4 pounds) are rather low. With such strength relationships of warp and filling, the fabrics would be likely to split lengthwise because of the lack of strength in the filling direction. Such a split might well occur back of the armscye. The fillingwise strength of the fabrics ranges from 47.1 to 73.2 per cent of the warpwise strength, which would indicate that the fabrics in general are poorly balanced. The fabric in No. 8 is the best balanced of the group, 32.2 to 44 pounds, but No. 3 and No. 6 are probably the best because of their higher strengths.

In fabrics of this general class, it is advantageous to have the seam strength approach the fabric strength in the same direction as nearly as possible for more satisfactory wear. Dress No. 5 has a filling strength of 20.2 pounds; the seam (side) strength is 18 pounds, making the seam strength 89.1 per cent of the filling strength. This would indicate that the manufacturer is probably getting the greatest strength possible from this fabric with a plain seam. He has used 11 stitches per inch, which evidently is satisfactory. A smaller stitch on a poor fabric is not important for strength; on a better fabric it is of more value.

According to USDA Circular 889 (*3*), the size of the stitch has more effect on seam strength where the warp yarns or both the warp and filling yarns bear the strain than on those seams where the strain is borne by the filling yarns alone. Tests made in the Oregon study were on side seams in the skirt where the strain was borne by the filling yarns. Smaller stitches were not always used on the armscye seams, where the strain was borne by both sets of yarns, and on the waistline seams, where the warp yarns were standing the strain.

The threads which were used for stitching were for the most part, two cord; three cord was used in combination with two cord in three of the dresses. The strength of the thread in pounds was low. The fact that the threads tested were ripped from the seams may account, at least in part, for the low thread strength.

In five of the eight dresses, shrinkage was greater in the direction of the filling than in the warp; only one fabric showed greater shrinkage in the direction of the warp (No. 1. See table 1).

Three fabrics shrank more than 2 per cent (Nos. 2, 3, and 8); (a fabric which shrinks more than 2 per cent may cause the garment to shrink out of size). The remaining five fabrics showed some shrinkage in one direction and sometimes in both. Label information on No. 2 guaranteed shrinkage to be less than 2 per cent, and only one other label (No. 4) gave shrinkage information.

None of the fabrics showed appreciable loss of color after four washings, and no "bleeding" was noticeable during the washing process.

With the exception of No. 2, label information was quite brief.

Summary

The survey of ready-to-wear cotton dresses in girls' sizes 8, 10, 12, and 14 showed a noticeable lack of standardization of measurement in the 18 brands included in the study. This variation may no doubt be due, at least partly, to the opinions of individual designers as to amounts of ease necessary over and above body measurements. The size-to-size gradation of dresses was also unpredictable. Girls in the Willamette Valley in Oregon are wearing the next size larger than the approximate height and weight figures used by CS 153-48. It appears that they prefer the added length and need the larger measurements.

The construction of these dresses as to seam type and seam finish, size of stitch, and general workmanship, as a rule, improved as the price increased. However, there apparently was no specific price level at which good construction could be reliably expected. The survey indicated that good construction could be found in some dresses in lower price ranges, and poor construction might be found in higher priced dresses.

More expensive dresses of a given size label were not consistently more generous in cut and longer than less expensive dresses, and the longest dresses in a given size were not often those with generous width measures. Both the longest and shortest dress measured in size 12 (58 dresses) sold for $3.98.

It was indicated that the rapid wear in the armscye might be due to several factors individually or in combination, namely:

1. A narrow back width of the dress
2. Too small an armscye
3. Low filling strength of the fabric
4. Narrow and weak seam construction
5. Weak sewing thread

It appears that the early wear of waistline seams is due to:

1. Weak seam construction
2. Weak sewing thread

Approximately 20 per cent of the mothers questioned apparently buy by brand name and know the size dress their daughters wear.

More than half (60 per cent) of the dresses examined carried labels that were to some extent informative for the consumer. The information most commonly found on these labels was (1) fabric manufacturer's name (61 per cent), (2) service to be expected (56 per cent), and (3) instruction as to fabric care (68 per cent).

Acknowledgment

The experimental design of this investigation and interpretation of the findings were made with the co-operation of Lyle Calvin, agricultural experiment statistician, Oregon State College.

The physical tests made on the fabrics and the interpretation of the results were made with the co-operation of Florence Petzel, head of the clothing, textiles, and related arts department, Oregon State College.

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Encore—Music, Minnesota, and Recipes

Last spring, Priscilla Rugg, president of the Minnesota Home Economics Association, received an unusual request from the Woman's Association of the Minneapolis Symphony. This group had collected more than 340 recipes from 152 artists from all over the world, plus pictures and a short life story of each contributing artist. It hoped to combine the material into a cooking-reading cookbook for gourmets and music lovers. The object was to help finance the Minneapolis Symphony. Random House Publishers had accepted the book with the stipulation that the recipes be tested and edited. The WAMS was asking if the Minnesota home economists would test and edit the recipes.

Knowing the problems and work involved in such an undertaking, the MHEA members talked the proposition over and decided to help the civic group. Mrs. Charlotte Jacobson, past MHEA president, accepted the chairmanship of "project cookbook." The members volunteered in unprecedented numbers to a call for help for this civic and cultural project as well as for their own professional organization. More than 450 members volunteered to test the 340 recipes, and the job was completed within a month. Marjorie Johans Wiley took over the job of editing.

The recipes are the talk of MHEA members because of their individuality and "cookability." Each member who tested a recipe has a personal interest in the life and career of "her" artist. One of the big problems of testing was to translate such phrases as "two handfuls of rice" into standardized terms while keeping the individuality and charm of the recipe as written by the donor.

Norton & Peet

Mrs. Charlotte Jacobson, chairman for MHEA, smiles down on Mrs. Leo Pflaum, chairman for the Minneapolis Symphony, and Priscilla Rugg, president of MHEA, as they discuss the cookbook Encore.

The book has a tentative publication date to coincide with the third annual symphony ball to be held on April 26, 1958 in Minneapolis.

Because of its work in testing the recipes, the Minnesota Home Economics Association has the privilege of offering this cookbook, tentatively titled *Encore*, to the members of the American Home Economics Association at a special prepublication price—$3.55. All checks should be made payable to: Minnesota Home Economics Association and mailed to Mrs. Katherine Davis, 4420 Victory Avenue North, Minneapolis 12, Minnesota.

CHARLOTTE VERRELL JACOBSON

Research in Foods

Pauline C. Paul

Dr. Paul is an associate professor of foods and nutrition in the department of home economics at the University of California at Davis.

RESEARCH is a word that is often misunderstood. Many people feel it is something strange, hidden, only for the few. Actually, research is entering more and more into all parts of our daily lives, and one of our great needs is for more people who understand and are interested in research.

My dictionary defines research as "a systematic investigation of some phenomenon or series of phenomena by the experimental method"—a definition which I must admit *would* tend to discourage many people. What is research in everyday words outside the dictionary? To me, research is the glorious and exciting pursuit of answers to questions—all kinds of questions; in my case, all kinds of questions relating to foods.

How do we find the answers to these questions? We start with a statement of objective—what we are trying to determine. This is usually phrased in a positive way, for example: "to investigate the effect of a particular treatment on a given food." We are really stating our question—how does this treatment affect the food and why? Next, we review what we already know—what we and others have learned about this food in previous studies. Perhaps no work has been done along this line. Then, we look for information about related materials that will give us clues on what to expect.

Having set our problem and gathered all the existing information we can find, we are ready to plan the actual attack on this specific subject. This is a very difficult phase of food research. Our foods are, in general, very complicated biological products. In many cases, we even have great difficulty finding uniform material on which to work.

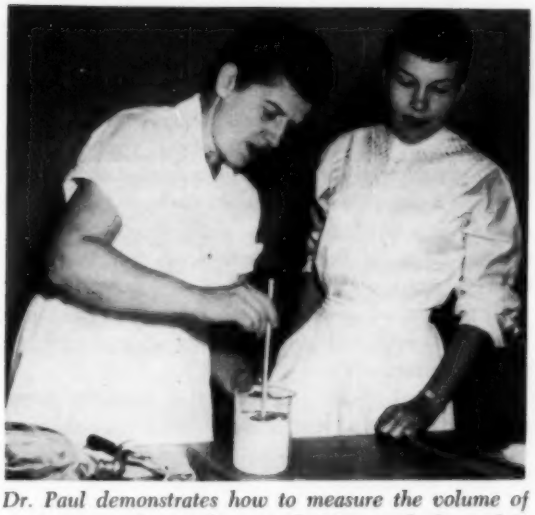
One of the principles of experimentation is that only one thing at a time should be changed so the result can be related to this single variable. But how can you do this with a roast of meat when no two roasts are exactly the same? You might grind the meat and mix it thoroughly, then divide the batch into parts and apply one treatment to each part. But then your results would be in terms of ground meat, and the results from ground meat aren't necessarily, or even probably, the same as those from the intact piece of meat. To solve this difficulty, we rely a great deal on as careful selection of uniform material as we can possibly make, on repetition of treatments on several similar samples, and on statistical design to ensure each sample an equal place with every other sample in the total result.

We must test, evaluate, and control our methods of work as well as our sources of material. People vary widely in the way they work, and a great deal of thoughtful practice is necessary to establish suitable methods in sufficient detail that they can be repeated uniformly day after day. True, hard and often routine work is involved—research is not all glamor, but it can be a real challenge.

Once we have set up our method of procedure, we are ready to do the experimental work. This may take much or little time depending on the problem. But the quality of the answer depends on the accuracy of the data collected. However, the data alone are not our final answer. The data must be summarized and analyzed so that we may draw conclusions. And, the conclusions should answer the question with which we started.

Most research workers find that, along with the answer to the original question, they have found six more questions. Don't ever worry about finding topics for research problems—they find you. Each step seems to open new and fascinating possibilities. The problem becomes how to stop, not how or where to start. Truly, science is a never-ending frontier.

In more concrete terms, what kinds of problems do we actually work on when we do research in foods? Rather than looking for a successful formula or recipe for making a cake or other product, we



Dr. Paul demonstrates how to measure the volume of meringue as she teaches a technician methods used in testing egg white performance in angel food cake.

may investigate the effects of various types and amounts of ingredients and the relationships among these ingredients in order to arrive at an understanding of why any given combination does or does not produce a successful result.

Even this concept of food research is a narrow one. Our interest in foods and our questions concerning them start with basic agricultural problems—how was this particular crop produced? Then, what happened to this food between the production phase and its arrival in the laboratory? Such questions bring in all the aspects of producing, transporting, marketing, refrigerating, canning, freezing, packaging, milling, and many other forms of food processing and preserving. The home economist bridges the gap between the producer and processor, who deal with foods in large quantities, and the individual consumer who buys enough food to feed her family for a few days at a time. Those of us in food research can help other home economists interpret the needs and problems of each group to the other.

There is another area of food research where much basic work is needed, and that is in the problems of large-quantity food production. The methods used in the home to prepare food for a family are not suitable for the institution-type kitchen from which several hundred or several thousand meals are served each day. Most large-quantity methods, like many home methods, are still empirical—that is, we use rules of thumb because we know they will work, but we use them without the fundamental information that tells us why they work or how to improve them.

What techniques do we use in research with foods? Some are the traditional methods of handling foods in preparing them for the family table, refined and defined in much greater detail than one would ordinarily use at home. In addition, we borrow techniques from many other scientific fields—chemical processes for analyzing fats, carbohydrates, and proteins; physical methods for measuring energy changes during mixing or heating or freezing; bacteriological assays for recording sanitary quality or vitamin content; electrical instruments for measuring color changes or tenderness; and all the other factors which help determine our results. In other problems we may use psychological methods in determining consumer reactions and opinions, economic techniques in assessing buying practices, time and motion studies in investigating methods of food preparation. The possibilities are almost endless.

Is there a place for you in food research? Certainly, if you are interested in answering questions, if you are intrigued with the "whys" and "wherefores" and "how comes" of this vast field. Most of us tend to limit our thinking of foods to the individual meals we eat. Widen your horizon. Think of the enormous amounts of food produced and consumed in the world each year. If that seems overwhelming as a start, look at the food consumption of your neighbors, your community, your state. The questions are there, the answers are needed, and you may help to provide them. You will find it a challenging and rewarding occupation.

Days of Discovery

The meaning of special days of many countries and religions is explained in a booklet, "Days of Discovery." Recipes and service projects suggested for these days are written for children but are adaptable for older groups. Order "Days of Discovery: Feb.-March-April-May" from the American Friends Service Committee, 20 South 12th St., Phila. 7, Pa. Price: 25 cents a copy.

Making College Day Work for Recruitment

OLIVE HALL
University of California at Los Angeles

For several years the department of home economics at the University of California, Los Angeles, has opened its doors in the spring to high school seniors and junior college students who might be interested in knowing about a college home economics program. Their homemaking teachers and counselors were invited also. A specific Friday afternoon and Saturday morning in May were set apart for the College Day open house.

Last year, instead of conducting guided tours, a hostess gave each guest a brief outline of the departmental activities and a suggested itinerary. Staff members and student assistants manned each laboratory to tell about their exhibits. Colored slides showing life at the University and the content of a home economics curriculum were shown twice each day, an hour apart. On the half hour between these showings, another series of slides showed the University Nursery School activities. Refreshments were served in the main building and guided tours were conducted in the home management residence.

Last year, for the first time, students and teachers who visited the department were asked to express their opinions about the program on a simple rating scale. The evaluation form was completed by 208 persons—154 high school girls, 25 junior college girls, and 29 teachers. Most of the forms were filled out in the patio of the home management residence at the end of the tour. In a few instances, the teachers took evaluation forms with them to have the students fill out. Twenty-seven forms were returned by mail.

More than 90 per cent of the participants said that the scheduled hours were convenient for them and that the size of the group permitted them to see and hear satisfactorily. Although 71 per cent of the whole group felt that they had enough time to include all parts of the program, 78 per cent of those who mailed their questionnaires back said that the amount of time was unsatisfactory. Among the suggestions that homemaking teachers wrote on their forms were: (1) schedule College Day for all day Friday since many students work; (2) have it earlier in the year or invite juniors because many seniors have already decided which college to attend; and (3) allow more time for students to ask questions. Students also suggested the need for more time to see everything. They recommended having a list of room numbers with an outline of what could be found in each room, a map, and a plan suggesting the order in which to go on the tour. High school students felt that students should visit the college much earlier, in their sophomore or junior years when they are making their vocational plans or scheduling their high school courses.

In general, both students and teachers were satisfied that they had learned what they wanted to know about college life, a home economics major at the University, and the professional opportunities for college home economics graduates. High school students who were planning to attend a four-year college said they learned a great deal from the exhibits, classrooms, and laboratories housed in the main building and from the home management residence (a nearby cottage). Fewer than half of these students were able to see the slides showing how home economics students participate in the University Nursery School program or the series of slides introducing students to college life and home economics at the University of California at Los Angeles. A booklet outlining the major areas and career opportunities offered in the department of home economics was given to each visitor. Only 54 per cent of the high school group said this was helpful. Of course, most of them had not had adequate time to look it over.

Junior college students found the home management residence and the pictures of college life at the University of greatest value. Next, they thought the booklet was helpful. Homemaking teachers also thought the home management residence was most helpful, but they rated the exhibits second in importance. Rated last was the booklet, with 55 per cent considering it helpful.

Among the suggestions for making the program more effective, homemaking teachers recommended that a movie or filmstrip show former students in action in their present positions or that recent graduates might give brief talks showing how their courses were of benefit to them in their lives following college. They feel more emphasis should be given to career opportunities through exhibits or printed information, and they would like to be able to purchase or borrow the set of slides to use in their schools.

Junior college students asked that teachers or

guides talk more about their courses, explain what is seen on the tours, and present the qualifications for home economics careers related to each area. They requested that students be given an opportunity to talk to an adviser about any specific questions they might have.

High school students were interested in having a more interesting booklet on home economics, more complete written information, and a more thorough explanation of career opportunities and places to be visited before starting on their tour. They requested an opportunity to visit one or two classes in session.

Why Illinois Women Enroll in Adult Classes in Clothing

ROWENA MILFORD LUTZ

Mrs. Lutz is a homemaking teacher in the Mulberry Grove Community Unit, in Mulberry Grove, Illinois. This is an abstract of her master's thesis at the Southern Illinois University, Carbondale.

The trend among the American people to continue in school after reaching adulthood has resulted in an educational program known as adult education. This type of education is functional because the classes are aimed at meeting the needs of the people at a time when they feel improvement is necessary.

We studied the reasons given by a selected group of Illinois women for enrolling in clothing classes in an attempt to determine the reasons for the larger number of classes in clothing than in any one other area in adult homemaking classes in the state of Illinois.

Information was obtained by a random sampling from a selected group of adult clothing classes in session during the fall of 1956. Twenty-six teachers and 460 adult class members responded to questionnaires.

The survey form requested data from each teacher in relation to (1) number of years she had taught homemaking, (2) whether or not she had taught adult classes before, (3) number of adult classes taught, (4) areas in which adult classes were taught, (5) methods used to determine what area was taught, and (6) teacher's preference of homemaking areas for teaching adults.

Of the 460 Illinois women included in this study, 407 were married; 319 had children, the majority within the birth to six-year age-range. The largest group lived in a city of 500,000 or more.

Reasons for attending clothing classes were related to whether the women were married or unmarried, their occupations, the age of their children, and the size of the community. The reasons for attending were also indicated as most or least important by the entire group.

Two hundred seventy-six, or a percentage of 68.15, had not taken adult clothing classes before. Those who had attended before were asked in what areas of homemaking the classes were held. A percentage of 73.38 reported previous classes in the clothing area.

When asked what had been most useful or practical in adult homemaking classes, a percentage of 58.22 listed various items in clothing construction.

The majority of the women enrolled had not requested that the course be offered.

Most of the women planned to use the information gained in the clothing classes to sew for themselves or their families.

A large number of the women enrolled stated that they would have taken other courses in lieu of clothing had other classes been offered in adult homemaking.

The clothing area was the preferred area for adult homemaking classes; housing and meal planning were indicated as other preferred areas.

The hypotheses "That women sew for economic values" and that "Some homemaking teachers encourage women to choose clothing classes" were supported by the data collected. "Women sew to express their creative ability," "Women like a tangible return for their time spent in adult classes," and "Many women sew to have a worth-while activity in their leisure time," were hypotheses not supported in this study.

On the basis of the analysis of the information gathered and presented in this study, the author recommends:

1. Use an advisory council for the homemaking department in planning, conducting, and evaluating adult classes.
2. Conduct research in the community to find what the adults need and would like to have offered.
3. Give publicity to areas of homemaking other than foods and clothing. Prepare a summary of information that could be taught in other areas as an interpretation of the homemaking program. An open house in the homemaking department with exhibits on all areas of home economics could serve this purpose.
4. To the extent that it is feasible, plan the adult education program on a two-, three-, or five-year basis.

Comparison of Scales to Measure Socioeconomic Factors

MURIEL MCHALE DRUMMOND
Southern Counties Gas Company of California

This is an abstract of a master's thesis "A Study of Variable Socio-Economic Factors Among Farm Families" by Mrs. Drummond (then Miss McHale) at Purdue University.

This study compares two socioeconomic scales—one referred to as the H. H. Remmers' House and Home scale; the other, the short form of William H. Sewell's socioeconomic scale.

Two hundred and twenty Indiana farm families from eight counties provided the data for this study. The family score on both scales was tabulated. Then other selected factors not covered in either scale but often considered to have economic or sociological implications for classification of families were used for comparing the two scales. These factors were: net worth; yearly income; types of insurance, including life, liability, accident, health, auto, farm property, household property, and personal property; and investments, including savings accounts, government bonds, stocks, farm ownership, ownership of other farm or house, farm equipment, and livestock. The farm families were subdivided into owner and tenant groups.

The purpose of this study was:

1. To obtain the scores of the groups of families on both scales
2. To see whether or not there were significant relationships between their scores and selected outside factors
3. To compare the scales to learn the extent to which both scales classified families in same relative position with respect to group

The relationships were tested for significance at the 5 per cent level. The Sewell scale showed a significant relationship between family scores and types of insurance families carried, while the Remmers scale showed a significant relationship between family scores and net worth, yearly income, and some types of investments.

For all 220 families, scores on the Sewell scale showed significant relationship to: yearly income and possession of life, liability, and health insurance. The same families' scores on the Remmers scale showed a significant relationship with: net worth, yearly income, possession of farm property insurance, and investments in a farm and in another farm or house.

For the owner group of 138 families, scores on the Sewell scale showed significant relationship to: the possession of life, liability, health, and auto insurance; a negative relationship with farm property insurance; and a significant relationship with investments in farm equipment. The same families' scores on the Remmers scale showed a significant relationship with: yearly income, the possession of life and liability insurance, and investments in another house or farm and in stocks.

For the tenant group of 82 families, scores on the Sewell scale showed a significant relationship with: the possession of life insurance and of savings accounts. The same families' scores on the Remmers scale showed a significant relationship with: net worth and yearly income and a negative relationship with the possession of health insurance.

Because significant relationships with the Sewell scale occurred more frequently with types of insurance while the Remmers scale showed significant relationship with net worth, yearly income, and types of investments, the differences among family groups were investigated further. Families were grouped by stages of the family life cycle, and their practices with respect to carrying insurance and holding investments were compared with the group as a whole. Specific types of insurance of which more were carried by families in certain stages of the family life cycle were:

Life: Accumulation, Grade School, High School, College
Liability: Grade School, High School, Arrested [no children]
Accident: Grade School, High School, Arrested
Health: Grade School and College
Property, Farm: Grade School, College, Recovery, Retirement, Arrested
Property, House: Grade School, College, Recovery, Retirement, Arrested
Property, Personal: Grade School, College, Recovery, Retirement, Arrested

Specific types of investments of which more were carried by families in certain stages of the family life cycle were as follows:

Savings Accounts: Accumulation, Grade School, Recovery
Government Bonds: Accumulation, High School, Recovery, Arrested
Stocks: Retirement
Another House or Farm: College, Recovery, Retirement
Livestock: Accumulation, Grade School, High School, Arrested
Farm Equipment: Accumulation, Grade School, College

In the comparison of the scales to learn the extent to which both scales classified families in the same relative position with respect to the group, the relationship was found to be significant.

Eighth Graders' Interest in Child Care and Development

ROSE FAULKNER BRADLEY
Northside High School, Atlanta
and CARLFRED B. BRODERICK
University of Georgia

Though tailoring child study units to the needs and interests of each different age group of students has captured the attention of home economic educators for many years, there are still many unanswered questions in this area.

This study sought to answer the following questions about interests of eighth-grade girls:

1. Is there a difference in the degree of interest in child study expressed by eighth-grade girls who have preschool brothers or sisters at home and those who do not?
2. Are girls in the eighth grade more interested in topics related to the actual care of the child or in topics concerning the growth and development of the child?

To obtain answers to these questions a questionnaire was designed which included questions on contacts with preschool children, ages of preschool brothers and sisters, if any, and a 33-item interest inventory covering many types of questions with which a unit in child study might deal. Of the 33 questions, 14 were focused on the care and training of the child—for example, feeding the child, bathing the child, toilet training. Nineteen focused on the development of the child—for example, how and when a child can learn to bathe himself, how children learn to talk, and why children need care and affection. For each of the questions the student was asked to state whether she was *very much interested, much interested, little interested,* or *not interested.* These responses were scored 3, 2, 1, and 0, respectively, and the sum of scores on all the questions represented the girl's degree of interest in child study as a whole.

The questionnaires were pretested for clarity and, after a minor revision, were administered to all of the girls enrolled in the required eighth-grade homemaking course at Northside High School in Atlanta, Georgia. Of the 192 homemaking students, 189 were attending on the day when the questionnaire was given, and all of them participated in the study. The questionnaires were administered on January 4, 1957, late enough in the semester for teacher-pupil rapport to be at a high point, but before the unit on child study had begun. The teachers carefully explained the questionnaires and assured anonymity.

Of the total 189 girls in the study, only 43 (22.8 per cent) had preschool brothers or sisters. An additional 121 (64 per cent) had some close contact such as babysitting or frequent visits in homes with children of this age. Only 25 (13.2 per cent) had no close contact with young children. Over-all interest in child study was rather high—"much interested" was the most frequent response. Table 1 shows the over-all average scores on the interest inventory made by each group. Girls with preschool brothers and sisters showed a slightly greater interest in child study than did girls with more occasional contacts, and the latter, in turn, showed somewhat more interest than did girls with no close contact. Since none of these differences were statistically significant, however, we may conclude that for all practical purposes contact with preschool children had no effect upon interest in child study as measured by this study.

TABLE 1

Number, per cent, and average child-study interest scores of eighth grade girls having no close contact, some close contact, and brother-sister contact with preschool children

DEGREE OF CONTACT WITH PRESCHOOL CHILDREN	NUMBER	PER CENT	AVERAGE INTEREST SCORE
No close contact	25	13.2	70.6
Some close contact, but no preschool brothers or sisters	121	64.0	72.0
Preschool brothers or sisters	43	22.8	73.1
Total	189	100.0	72.1

Are eighth grade girls more interested in topics relating to the actual care of the child or in topics concerning the growth and development of the child? The answer to this question was clear: They are more interested in care and training. The somewhat more abstract questions of growth and development were of less concern to them than the practical "how to" questions. Table 2 shows that

TABLE 2

Average interest score per subject per question for care questions and for developmental questions

QUESTIONS	AVERAGE INTEREST SCORE PER SUBJECT PER QUESTION	DIFFERENCE	CRITICAL RATIO	P *
Care	2.35	0.29	6.17	0.001
Developmental	2.06			

* Probability that the difference is due to chance.

this difference was statistically significant beyond the 0.001 level.

We should note, however, that these results do not show a lack of interest in developmental questions. "Much interested" was the most frequent response for *both* types of questions.

The following items of child care were those in which there was the greatest indication of interest:

1. Method of handling frightened children
2. What to do when a child is ill or injured
3. Selecting clothes for children
4. Making friends with children
5. How to understand a child too young to talk [1]
6. Ways of dealing with angry children
7. Getting children to go to bed
8. Ways to interest a child in play
9. Methods of dealing with a jealous child
10. Understanding children with problems—temper tantrums, thumb sucking, story telling, holding of breath, etc.[1]
11. Recommended ways to discipline children
12. How much children understand before they are able to talk [1]
13. Understanding undesirable behavior of children—biting, spitting, hitting, kicking, etc.[1]
14. Why children need love and affection [1]
15. Bathing the baby
16. How children learn to talk [1]
17. The child who plays alone
18. Why children react to punishment in different ways [1]

The data show only that of the two types of topics girls of this age are somewhat more interested in studying the actual problem involved in child care.

Using Advisory Councils

MARIE PURVIS
High School Teacher, Ralls, Texas

This article is an abstract of Mrs. Purvis' thesis on "A Study of the Organization and Use of Advisory Councils in Selected Homemaking Programs" for her master's degree at Texas Technological College in August 1957.

This study was undertaken to investigate the procedures used by a selected group of homemaking teachers in organizing and using advisory councils in homemaking programs.

A review of the literature on these councils in public schools indicates that they are coming to occupy a significant place in the pattern of American education in many parts of the country. School administrators have made use of these advisory groups but mainly in the field of public relations. Though advisory groups have been used more or less since vocational agriculture has been taught in the public schools, it would seem that in the vocational homemaking programs less extensive use has been made of the advisory council. Agreement concerning the use of such groups was indicated; however, some school personnel appeared hesitant to put them to practical use, possibly because of lack of training in working with such groups.

The literature also indicated that vocational teachers generally have received more satisfaction from working with advisory councils than have other groups of school personnel.

The author wrote to the ten area supervisors of homemaking education in Texas requesting names of schools and teachers who had functioning advisory councils. These teachers were asked to participate in the study.

A questionnaire on organizing and using an advisory council in the homemaking program was developed and sent, with a letter of explanation, to 36 teachers in 36 selected schools in Texas. Twenty-six teachers replied.

A summary of the answers given on the questionnaires showed that 20 of the 26 teachers stated that as a result of their experience with an advisory council they believe the majority of vocational homemaking teachers in Texas should use an advisory council. In tabulating the questionnaires it was found that almost all of the responsibility of organizing and promoting successful activities of an advisory council lies with the homemaking teacher. However, planning and carrying out the program of the council should be done cooperatively by council and teacher. If the council becomes dictatorial in nature, it is no longer effective for the purposes for which it was organized. Democratic procedures must be followed at all times, and the council must be strictly advisory in nature. Also the council should be a part of the school and its organization and should be authorized by the school board. The interest and participation of the superintendent and/or principal and members of the board of education are desirable.

The study further indicated that an advisory council should study the problems and needs of the community and that the objectives of the council should be stated in such a way as to make it clear that members serve only in an advisory capacity. It was found that the most important activity of the advisory council was in

[1] Indicates topics which focus on the growth and development of the child. The rest focus on the actual care of the child.

analyzing community needs and interpreting these needs into action. The council has proved helpful in developing programs for adults and for the Future Homemakers of America.

In addition, the study revealed that the advisory council affords two-way communication between the community and the homemaking teacher; her teaching is strengthened since she feels more secure in the work she is trying to do and finds her work more challenging and satisfying.

According to the teachers in the study, the disadvantage of working with an advisory council was that it was time consuming; however, it was pointed out that by careful management and consideration of the long-range point of view, a good advisory council could result, ultimately, in time saving and increased success in the planning and carrying out of the total homemaking program.

Consumer Food Buyers Today Are Good Managers

JOAN ROBERTSON MCFADDEN
Xenia (Ohio) City Public School System

The following article is an abstract of Mrs. McFadden's master's thesis, "A Study of Advantages Offered Consumers by Selected Grocery Stores," at Purdue University.

Today's consumer food buyers are good managers. They look for stores that save them time as well as money, according to a study including chain and independent grocery stores in the Lafayette (Indiana) area.

Three methods of grocery shopping were considered and tested to see which would be the most economical. The first method was to *shop each week at one store*. The same list of items was priced at each of three stores each week for 16 weeks. The second method was to *buy all items at the same store but purchase in quantity* those items that could be stored—staples, canned goods, and frozen foods—at a time when the store offered a special price on the items that vary greatly in price. The third method was to price the same list of items as mentioned above as if each item would be purchased at the store that offered the lowest price—the "*shopping around*" method.

For the three chain grocery stores studied, method two would afford the greatest price advantage only to the customers of one store. For the other stores studied, the greatest advantage would be obtained by buying at the lowest price from any of the stores—the shopping around method. The price advantage would not offset much transportation or time and energy used in between-stores shopping.

The weekly price of five items in the market basket—eggs, bacon, chuck roast, apples, and potatoes—frequently varied more than five cents from week to week. The total percentages for increase and/or decrease in the cost of these five foods show that a few foods may be largely responsible for the changes in the weekly costs of the market basket.

Since the greatest price variations occurred on relatively few items in the market basket, it would pay consumers to notice items on which prices vary. Consumers might keep a record of prices on things bought regularly. This should enable them to know when the prices are actually lowered on these items and when to buy them in quantity.

When a selected market list was priced weekly for 16 weeks at the three chain grocery stores, the weekly price advantage was found to vary from 1.8 to 4.9 per cent for the different stores.

The findings from this study show a connection between number of varieties of food handled and prices charged at the store. For some foods the store with the greatest variety also asked the highest price. But this was not true for all items. For a store to offer the public a large number of varieties of a specific item is a service and, like any service, will be paid for by the consumer.

The highest percentage of homemakers—40 per cent—who were asked about their shopping practices said they chose the store they patronized because it was convenient; an additional 20 per cent said their choice was due to the fact the store was near home which might also be considered convenient. A total of 7 per cent said they habitually go to a certain store.

Of those interviewed, 33 per cent said price was the reason for their choice of a certain grocery. "Clean" was the reason given by 13 per cent, and 27 per cent said their choice was due to the fact the store gives trading stamps.

"Consumers giving other reasons include "wide variety," 13 per cent; "have good buys," 27 per cent; "good meat," 20 per cent; "good fruit and vegetables," 13 per cent; and "quality of food," 7 per cent. These reasons indicate concern for quality and might also refer to price.

In comparisons of prices charged for the same commodities by independent grocers and chain grocers, the highest average price per specified unit of measure for every food group was found among the independent stores.

AHEA Activities

Future Homemakers of America Advisory Board Meets

MARION S. BARCLAY
Tampa, Florida

Mrs. Barclay represents the AHEA elementary, secondary, and adult education section on the FHA advisory board.

The national advisory board, Future Homemakers of America, held its fall meeting in the Health, Education, and Welfare building in Washington, D.C., October 11 to 15, 1957. Joint sessions were held with the FHA executive council, made up of the national officers and their local advisers. At the same time, members of the advisory board of New Homemakers of America and their national officers and advisers were in session.

Edna Amidon, director of the Home Economics Education Branch and chairman of the national advisory board, spoke at the opening session, commenting on the developing interest among leaders in some organizations in more joint participation of youth and adults in community projects, and remarking that FHA and NHA have demonstrated how successfully adults and youth can work together in group planning.

Both groups made plans for their national conventions to be held next summer. The theme for each meeting will be "Teens with a Purpose," and the outlined objectives will recognize the place of education for home and family living in the total educational setting.

Consideration was given to a report on ways of working in FHA–NHA in relation to co-operation and competition. The report, when edited, will be sent to state supervisors of home economics education, state advisers of FHA and NHA, and teacher-educators in college home economics programs.

Plans were considered for national meetings of FHA for a period of three years beyond those annual meetings already scheduled. Criteria for deciding on schedules of national meetings included the availability of the meeting to a large number of members and the best use of the time of state and national leaders.

The Chapter Handbook was ready for distribution to both FHA and NHA chapters early in November.

Assisting with the advisory board and executive council sessions were Lois Oliver, national adviser; Mildred Reel, assistant national adviser; and Ruthanna Russel, editor and public relations director. Margaret Alexander and Ata Lee, program specialists in the Home Economics Education Branch, presided at the board meetings.

As representative of the elementary, secondary, and adult education section of the American Home Economics Association, I attended these sessions and gained a renewed and increased appreciation for the Future Homemakers of America and the New Homemakers of America.

An International Opportunity to Serve

THELMA VIVIAN WINDER
Morgan State College
Baltimore, Maryland

Dr. Winder represented AHEA at the meeting she reports here.

More than one hundred representatives of some sixty national women's organizations met in New York on November 7 to attend a workshop sponsored by the women's group committee of the People-to-People Program under the chairmanship of Mrs. Barclay Parsons. The theme was "Hospitality to Foreign Visitors in the United States." The workshop was the first formal effort of women's groups to come together to discuss methods for effectively increasing People-to-People activity. Its purpose was to consider a report entitled "A Look at Hospitality to Foreign Visitors in the United States" by Mrs. Dorothy S. Bauman of the People-to-People Program.

This program, established by President Eisenhower at a White House Conference in September 1956, is carried on by 42 committees whose memberships represent a wide range of economic, social, and cultural interests. The President called upon the chairmen of these committees "to help create a climate in which governments can work more effectively toward securing peace with justice and liberty for all." Groups now working in the field of exchange of persons are being encouraged to expand their activities and to work for greater coordination of their programs.

A panel discussion, moderated by Mrs. Bauman, described different phases of the hospitality program. It was pointed out that there is great

enthusiasm and devotion in promoting hospitality to international guests throughout the country. Though this shows the real spirit of the American people, the needs of these guests are not being met adequately. The more than 40,000 foreign students now in residence, the 1500 leaders and specialists, and the 5,000 persons in the United States for technical training are an indication of the dimensions of the program this year. With only 10 per cent women, the problem becomes one to be met by the efforts of the entire community.

The impact of the United States on the foreign visitor was stressed by Mrs. Ruth H. Purkaple of the Committee on Friendly Relations among Foreign Students. In the local community, the students gain not only factual knowledge but an interpretation of attitudes and characteristics of American social, cultural, and economic patterns. As international guests visit different places, they can see all areas of American life.

Some suggestions for ways to improve exchange programs and the most urgent needs as brought out in a discussion following the panel were:

1. Every community should have a central referral point through which foreign visitors can be reached and activities related to the exchange program and local hospitality can be coordinated. The central point should maintain liaison with national sources of information about visitors who may be coming and with groups in the local community.
2. Local resources should be listed and an effort made to tap new sources of assistance so that every area of interest of the foreign visitors may be served.
3. A way should be found to supply information about foreign visitors to the local hosts and for publicity purposes. Background information about countries of origin should be made available through mimeographed material, films, and bibliographies of suggested reading, for the use of those who receive guests. Information should include tips on customs, food, and religious taboos that should be observed by the hostess.
4. Orientation for volunteers that stresses the benefits to be received by those participating in the program should be provided.
5. Plans should be developed to involve more people from all economic levels and with a wide range of interests. A greater effort should be made to enlist men as well as women and to make the whole community aware of activities. Through an education process it is necessary to help people attain a wider understanding of the full implications of the People-to-People movement and the importance of international exchange.
6. No matter how perfect the facilities, the program cannot succeed without the genuine warmth of the individual hosts for those who come. There should also be a deep desire on the part of those participating to make the program succeed and to overcome discouragements and frustrations which are bound to arise in a program of such magnitude.

Mrs. Bauman's report on "A Look at Hospitality to Foreign Visitors in the United States" covered 35 communities in the United States during the first six months of 1957 and assessed the strengths and weaknesses of the community role in the foreign visitor program. Of the areas of interest to foreign visitors, only San Francisco and Washington are doing an organized and effective job of handling the huge problems of home hospitality, tours, housing, interpretation, and guidance.

It appears that this program of hospitality is one of great magnitude for the women's groups committee of the People-to-People Program. With the co-operation and inclusion of national women's organizations—working on both the national and local levels—the program can be a successful one.

National Conference on Rural Education

CLARA ANDERSON
Colorado State University

Mrs. Anderson, Colorado Home Economics Association president, represented AHEA at the Congress she reports here. Mrs. Marcile N. Wood, home economics editor at the University, collaborated in the report.

The nation's first annual Rural Education Conference was sponsored by the National Education Association this fall, and many interested groups took part.

Some 12 million youngsters—40 per cent of the nation's total—attend rural schools. Five and one-half million go to school in rural farm areas, while the balance, 6.8 million, attend rural nonfarm schools. Educational goals for children in rural areas do not differ greatly from those for children anywhere, but many rural schools across our country do share common problems. Some are as "common" as the three-day measles, but they're not as easy to cure.

The conference held in October concentrated on ideas and answers for rural areas that may help effect some "cures." One sectional meeting, particularly important to home economists, centered on areas of vocational education. This group came with some thought-provoking ideas. Here were some of the questions brought out to support the belief that "the whole concept of the role of vocational education is evolving, developing, and becoming."

For example: In farming—in addition to teaching ways to increase production—how do we make adjustments in line with present production achievements?

With more girls marrying young, more women working outside the home—just what kind of homemaking education should they have? Will they need earlier homemaking training and more chances for adult education?

As more women enter the labor force, with husbands often working the same weekly schedule, many family activities are shared more equally. As the money "value" on the homemaker's time increases, it becomes, moneywise, less important that she be adept in strictly "technical homemaking skills." Perhaps it becomes more important for the entire family to understand techniques of good management skills of all resources—time, energy, money—and that these be reinforced with good humor, kindness, and consideration.

The fact that there is no "pat" answer for these and related problems was quickly decided. An adequate program is likely to be worked out only when families, teachers, and interested groups in the community are involved in thinking through the question "What kind of *total* educational program is needed in this community?"

In home economics particularly, the ever-changing needs of today's families call for constant alertness in adapting the right kind of educational program that can best prepare the boys and girls of tomorrow.

The kind of training needed for any vocation has long been recognized as far more than simply "taking a course." Creative teaching in *all* classrooms, including the instruction in elementary grades, must be the foundation.

Transportation for children and ways to get enough good teachers for rural schools seem to be the topics most often discussed by rural educators and other groups interested in that "best possible education for all our citizens."

Too many people across our country know only sketchy details about the schools in their own communities. They rarely know much about the total educational program. Often there is a lack of communication between the teacher and the home, the school board and the teacher, or the school board and the parents.

All must keep as up to date as possible regarding just what a good education is for today and tomorrow.

Communities need to be constantly informed about the school and its needs. One group of interested women in Kansas initiated community interest quite effectively. Home demonstration club women in Brown County decided they would find out more about their schools. They didn't make just an afternoon call. They rode the busses, ate lunch at school—really went to school! The entire community thought this proved to be a most successful project.

The frequency with which teachers were mentioned by the panel summarizing the Rural Education Conference findings indicates the importance of teacher-recruitment and training. Here are a few of the points from the summary:

1. New methods of teacher recruitment are needed.
2. Better-trained rural teachers are needed. (An estimated 80 per cent of the nation's substandard teachers are employed in rural farm and nonfarm areas.)
3. There are too many teachers not familiar with rural area family customs that may be important to teaching success.
4. Colleges often develop leaders better trained for urban areas than for rural ones.
5. Teachers in some areas need higher salaries and better living conditions. (Rural schools spend 40 per cent of the total school dollars but hire 47 per cent of the teachers.)
6. Better ways to obtain teachers—and keep them for longer periods—are needed.

These were some of the points—most of them were not new. But each session probed into ideas for new ways to solve special problems. One group summarized this way:

> We need some brand-new ways to recruit teachers. We need teachers well-trained in subject matter as well as methods of teaching. We must devise new ways to enrich each class by learning more of what each student can contribute to it. We need to find the best ways to teach what each student needs to know. . . .
>
> We must recognize that young people do leave rural communities and are often poorly prepared for vocations in urban areas. . . . Many should be ready for living by the time they leave high school. They must know how to think, produce, and be able to contribute to their community and the world.

Consolidation of school districts has increased interest in vocational education. Since consolidation cannot always be the answer for sparsely-settled areas, other ideas were suggested, such as use of educational television and instructional programs co-ordinated in areas where schools have limited facilities and services.

A few states expressed interest in the problem of reaching migrant children. One of the special sessions dealt with various ways to improve educational facilities for the children of families who "move with the crops."

Walter G. Martin, county superintendent of schools in Fresno, California, attended the session and reported studies about education of migrant children from his area. His book, *Teaching Children Who Move With the Crops,* published with the aid of a Rosenberg Foundation grant, is free to anyone who can use it in work with migrant children.[1]

In the book, the school program is discussed this way:

> School people are now at work on the knottiest problem of all—providing a school program which has meaning and importance for these children, which helps each child learn at his own level and his own pace, which takes into account the special needs of children who move, and does all these things without limiting opportunities for the children who stay.
>
> With a school program tailored to the actual situation, children who move fit right in and learning continues for everyone without interruption. Moreover, the kind of program which enables a teacher to meet the special needs of migrant children proves to be a better program for meeting the needs of all children. All children benefit by a flexible program, focused on individuals, and by the enrichment of learning activities planned to serve their needs.

Ways that schools can co-operate in 4-H programs in some rural areas were discussed. In many 4-H projects, youngsters get training in family life education, home nursing, and good management, as well as practical training in math and science as they figure profits from their projects, learn about insect control and many other things.

Consensus of the conference was: the rural school child deserves no pity—even though his educational background may be slightly different from that in urban areas. Educators are hoping that continued co-operation in studying possible ways to better his educational chances will "pay off"—and improve each child's potential contribution to his community and country.

[1] Write to Walter G. Martin, Fresno County Superintendent of Schools, Fresno, California.

We're Blushing

We're blushing over the wonderful compliments we're getting on "Size Up Home Economics," our newest career publication. We're very pleased that everyone thinks the leaflet is so attractive, and that it is proving so useful. Here are some of the needs the publication is filling.

200 copies ordered

"A small committee appointed from membership of the Massachusetts Home Economics Association is working on recruitment of college students. The committee is contacting high school guidance counselors. . . ."

BARBARA SNOWMAN
University of Massachusetts

"We appreciated very much having copies of the bulletin 'Size Up Home Economics' for use at Career Exploration session . . . at the National 4-H Club Congress."

FERN SHIPLEY
Associate Leader 4-H Club Programs

7,000 copies ordered

" 'Size Up Home Economics' is a mighty attractive leaflet and very informative. We are planning to send a copy of this publication and a brochure of specific information on California home economics degree-granting institutions to counselors and home economics teachers in the state."

MARY O. FLEMING, *Chairman*
Public Relations and Recruitment Committee
California Home Economics Association

Opportunities for Graduate Assistantships, Fellowships, and Scholarships 1958-59 and 1959-60

OPEN TO GRADUATES IN HOME ECONOMICS

The American Home Economics Association and the JOURNAL are publishing the following list of opportunities for persons interested in advanced training in home economics as a method of encouraging graduate study and as a means of informing those interested in advanced study of opportunities for financial assistance and/or some experience while they continue their studies. By mutual agreement between AHEA and Omicron Nu, this list will replace the one formerly compiled and published by Omicron Nu. Reprints will be available without charge from AHEA headquarters in Washington on individual request.

Key to Columns

A—Name of college or university and location, person to whom inquiries for further information may be addressed, and an identifying symbol:
- C–College of Home Economics
- S–School of Home Economics
- D–Department of Home Economics
- Div–Division of Home Economics

B—Type of grant:
- A–Assistantship
- E–Technician
- F–Fellowship
- I–Institution administration assistant
- S–Scholarship

C—Number of grants available

D—Area of study for which grants are awarded, if specified
- A–Administration
- AA–Applied art
- ADI–Administrative dietetic internship
- CD–Child development and family relations
- CS–Counseling service
- FN–Food and nutrition
- HD–Housing and design
- HE–Household equipment
- HEE–Home economics education
- HM–Home management
- IA–Institution administration
- ID–Interior design
- PHN–Public health nutrition
- TC–Textiles and clothing

E—Cash stipend for 9 months, unless otherwise indicated (Where two figures are given, they indicate the range of stipends.)
- T–Tuition
- +T–Plus tuition
- +–Plus amount to be applied to fees

F—Hours of service required weekly on a nine months' basis, unless otherwise indicated (Where two figures are given, they indicate the range of service hours.)

G—Maximum credit load allowed
- q–Quarter hours
- u–Units

H—Average time required to complete degree (Where two figures are given, the first indicates the time required to complete an M.A., the second indicates the time required to complete a PhD.)
- m–Months
- q–Quarters
- s–Semesters
- y–Years

I—Value of tuition exempted (Where two figures are given, the first refers to resident students and the second to out-of-state students.)
- N–None

J—Unexempted fees required (Where two figures are given, the first refers to resident students and the second to out-of-state students.)
- N–None

K—Possibility of developing thesis from project from which stipend is received

L—Date for filing application (Later applications are considered when positions are not filled.)

M—Approximate date for announcing appointments

N—Special assistance grants from industry or other sources outside the school and special purpose for which they are designated

Key figures refer to the following:
- 1–U.S. Department of Agriculture for nutrition research
- 2–U.S. Department of Health, Education, and Welfare for handicapped homemaker research
- 3–U.S. Public Health Service for use in child development and family relations research
- 4–Government and industry contract research, primarily in food technology
- 5–Private gift to be used for work in the nursery school
- 6–General Foods Fellowship to be used for graduate work in home economics—$3,000
- 7–Industries, foundations, and government for assistantships and operation of research projects
- 8–Kansas Cowbelles for graduate research on meats
- 9–Kentucky Research Foundation for special industry-related projects
- 10–Industry and Heart Association for research
- 11–U.S. Department of Health, Education, and Welfare for nutrition research
- 12–Industry and foundations for assistance in research
- 13–National Dairy Council under direction of Carver Foundation for use as approved

NOTE: In addition to those listed here, many colleges and universities have graduate assistantships, fellowships, and scholarships available which are not designated for a specific field of study. In most cases, students enrolled in home economics on the graduate level are eligible for these.

Most of the grants shown in this list will be available for both 1958-59 and 1959-60.

Graduate Opportunities in Home Economics 1958-59 and 1959-60

(See key to columns on page 122)

A	B	C	D	E	F	G	H	I	J	K	L	M	N
Alabama Polytechnic Institute, Auburn, Dean Marion W. Spidle (S)	A	13	2FN, 3TC, 6HEE, 2HM	$900 1200	15 20	10q	5q	$ 75	$ 50	Yes	*	†	
	F	2	CD	$1200	15 20	10q				Yes	*	†	
University of Alabama, University, Dean E. Neige Todhunter (S)	A	10	4FN, 4TC, 2CD	$1100	12	12	3s	$175	$ 82	Yes	Mar	Apr	1
	F	1	HM	$1800	24	9	4s	$175	$ 82	Yes	Mar	Apr	
Arizona State College, Tempe, Dr. Jessie M. Rannells (Div)	A	1	HEE	$ 800	10 12	12	12m	$800 400	$127	Yes	May	Jul	
University of Arizona, Tucson, Dr. Ruth C. Hall (S)	A	4	1FN, 1CD, 1HEE, 1HM	$1000	12	15	3s	$200 400	$ 50	Yes			
University of Arkansas, Fayetteville, Dr. Eleanor O. Barnes (D)	A	3	1FN	$1600 2200	20	10	12m			Yes	May	Jun	
Ball State Teachers College, Muncie, Indiana, Mildred Moore (D)	A	1		$1350	10 12	12q	15m	N	$ 65	Yes	Mar	Apr	
University of California, Los Angeles, Dr. Gladys A. Everson (D)	A	7	2FN, 2TC, 1IA, 1HEE	$1820	20	12	2y	$150	$ 50	No	Mar		
Colorado State University, Fort Collins, Dean Elizabeth Dyar (C)	A	5	1FN, 3TC	$1200 2000‡	20	8	2y	$120 420	$ 90	No	May	Jun	
University of Colorado, Boulder, Dayton D. McKean (Dean, Graduate School) (S)	F			$1200 +T		13		$134 500	$ 62		Mar	Apr	
	S			T		13		$134 500	$ 62		Mar	Apr	
University of Connecticut, Storrs, Dean Elizabeth Eckhardt May (S)	A	3	1FN, 1TC, 1HM	$1327	20	8	2y		$ 75	Yes	Mar	Apr	2
Drexel Institute of Technology, Philadelphia, Pennsylvania, Dean Ardenia Chapman (C)	A	11	1FN, 1TC, 6ADI, 1AA, 1CD, 1HEE	$1000	20	13q	1y	$585	$115		Apr	Jan	
Florida State University, Tallahassee, Dean Margaret R. Sandels (S)	A	18	1TC, 2CD, 1IA, 1HEE, 12FN, 1ID or HM	$1200 1800	20	10	4s 48m	$175	$ 75	Yes	Mar	Apr	4
	F	3		$ 600 1200		16	12m 36m	$175	$ 75		Mar	Apr	
University of Georgia, Athens, Dean Mary Speirs (S)	A			$1200	25						Feb		
			Ga. Expt. Sta.	$1500	25								
University of Houston, Houston, Texas, Dr. Fay Anthis (D)	A	1	CD	$1000		9	2y			Yes	Apr	May	5
University of Idaho, Moscow, Margaret Ritchie (D)	A	1	HEE	$1500	12	6	2y			Yes	Mar	Apr	

* One month prior to opening of new quarter
† Immediately after approval
‡ On a 12-month basis
§ On a 10-month basis
¶ Depends on the project

Graduate Opportunities in Home Economics (Continued)

A	B	C	D	E	F	G	H	I	J	K	L	M	N
Illinois Institute of Technology, Chicago, Louise Mojonnier (D)	S							$375			Mar	Jun	
Southern Illinois University, Carbondale, Dean Eileen E. Quigley (S)	A	5	1FN, 1TC, 1HEE, 1CD-HM	$1125 1620	20	12q	4q	$300	$ 45	Yes	Mar	May	
	F	4	1FN, 1TC, 1HEE, 1CD-HM	$1080	10	18q	4q	All	$ 60	Yes	Mar	May	
	S	4	1FN, 1TC, 1HEE, 1CD-HM	T		18q	4q	All	$ 60	Yes	Mar	May	
University of Illinois, Urbana, Dr. Janice M. Smith (D)	A	18	2TC, 5CD, 1IA, 2HEE, 2HM, 6FN	$1800	22	3u	4s	$ 93 268	$ 14	Yes	Mar	Apr	6
	F			$1200 1500				$ 93 268	$ 14		Feb	Apr	
	S			$1200 1500				$ 75 250	$ 32		Feb	Apr	
Indiana University, Bloomington, Dr. Beatrice Geiger (D)	A	3		$1300	15	12	12m	$000 198	$ 70	Yes	Aug	Apr	
Iowa State College, Ames, Dean Helen R. LeBaron (Div)	A	34	13FN, 3TC, 4CD, 1AA, 4HM, 3HE, 3IA, 3HEE	$1530 2100	22	11q	2y	$ 42	$ 24	Yes	Mar	Apr	7
State University of Iowa, Iowa City, Dr. F. Eugenia Whitehead (D)	A	8	4FN, 4TC	$1200 1440	20	12	12m	$102 212		Yes	Mar	Apr	11
Kansas State College, Manhattan, Dean Doretta S. Hoffman (S)	A	17	5FN, 2TC, 3CD, 4IA, 3HM	$1440 2040‡	22	10	1½y	N	$104	Yes	Mar	Apr	6 8
University of Kentucky, Lexington, Dr. Abby L. Marlatt (S)	A	5	1FN, 1CD, 1HEE, 1HM	$1820‡	20	12	2y	$100	$ 80	Yes	Mar	Apr	9
	F			$ 700§		15	1y	$100	$ 80		Mar	Apr	
Louisiana State University, University Station, Dr. Clara Tucker (D)	A	2	1TC, 1CD								Jun	Jul	
	F	1		$1080		9	18m	N			Jun	Jul	
	S	1		$1080		9	18m	N			Jun	Jul	
University of Maryland, College Park, Acting Dean, Florance B. King (C)	A	2	1FN, 1TC	$1620	18 20	10	2y	$300 400	N	Yes FN	Apr	Jun	
University of Massachusetts, Amherst, Dean Helen S. Mitchell (S)	A	1	FN or HEE	$1400	20	12	2y	$100 400	N	Yes	May	Jun	
Merrill-Palmer School, Detroit, Michigan	F			$1000 3000				$225	$ 15				
	S			T				$225					
Michigan State University, East Lansing, Jeanette Lee (C)	A	21	6FN, 5TC, 5CD, 3IA, 2HEE, 1A	$1600 $1900	20	10q	2y	$000 100		Yes	Mar	Apr	1
	F	1		$2000				N	All		Mar	Apr	
	S							$255 555			Mar	Apr	

* One month prior to opening of new quarter
† Immediately after approval
‡ On a 12-month basis
§ On a 10-month basis
¶ Depends on the project

Graduate Opportunities in Home Economics (Continued)

A	B	C	D	E	F	G	H	I	J	K	L	M	N
Western Michigan University, Kalamazoo, Dr. Eunice E. Herald (D)	F	3	1TC, 1CD, 1HEE	$1000§	10	12	1y	All		Yes	Mar	Apr	
University of Minnesota, St. Paul, Dr. Louise A. Stedman (S)	A	14	3FN, 4TC, 1CD, 4HEE, 1AA	$1800	20		2y	$900 267	$219	Yes	Feb	Apr	6
	F	2		$3600							Feb	Apr	
University of Missouri, Columbia, Dr. Margaret Mangel (Div)	A	10	4FN, 4TC, 1CD	$1125		12	3s	N		Yes			
Mississippi Southern College, Hattiesburg, Dr. Bertha M. Fritzsche (Div)	F	1	HEE	$ 800	10	12q	5q		$ 60 126	No	Feb	Apr	
Montana State College, Bozeman, Dr. Katharine Roy (D)	A			$1200§	15 20	10		$120	$ 28	Yes	Jun	Jun	
University of Nebraska, Lincoln, Dr. Florence McKinney (D)	A	4	1FN, 2CD, 1HE	$1200	20	10	2y	$120 240	$ 25	Yes	Mar	Apr	
University of New Hampshire, Durham, Dr. Anna Light Smith (C)	A	2	1FN, 1IA	$1960	20‡	9	2y	$300 600		Yes	Apr		
New Mexico College of A. and M. A., State College, Mr. T. R. Siler (D)	A	1	IA	$1200	3 9	12	12m	N	$ 77 139	Yes	Apr	Feb	
	E	3	FN, TC	540	20					Yes	Apr	Feb	
New York State College of Home Economics at Cornell University, Ithaca, Esther H. Stocks (C)	A	67	14FN, 7TC, 15CD, 4IA, 6HEE, 2CS, 5HD, 11HM	$1575	20	15	2y 3½y	$168	$175	Yes	Feb	Apr	3
	F	4	2CD	$1025 2525 +175				$300			Feb	Apr	
	S	1		$225 +175				$300			Feb	Apr	
New York University, New York City, Dr. Henrietta Fleck (D)	F			$2500		18			$ 35		Mar	Apr	
North Carolina College, Durham, Diana S. Dent (D)	A	1			20 22	12	2y			No	May		
Woman's College, University of North Carolina, Greensboro, Dr. I. V. Sperry (S)	A	10	1FN, 2TC, 2CD, 1IA, 1HEE, 3HM	$1200	20	10	15m		$125	Yes	Feb	Mar	
Ohio State University, Columbus, Dr. Dorothy D. Scott (S)	A	39	4FN, 3TC, 3CD, 3HM, 19IA, 5HE, 2HEE	$1500	20	12q	5q	$900 500	$300 300	Yes	Jan	Mar	6 10
	F	2	1FN	$2000		15q	4q	$500	$300	Yes	Jan	Mar	
	S	1					4q	$500	$300	Yes	Jan	Mar	
Ohio University, Athens, Dr. Vivian Roberts (S)	A	2	FN, CD	$1600 1800	18	12	2y 4s	$220 470	$ 25	¶	Mar	Apr	

* One month prior to opening of new quarter
† Immediately after approval
‡ On a 12-month basis
§ On a 10-month basis
¶ Depends on the project

Graduate Opportunities in Home Economics (Continued)

A	B	C	D	E	F	G	H	I	J	K	L	M	N
Oklahoma State University, Stillwater, Dean Lela O'Toole (Div)	A	11	2FN, 2TC, 2CD, 1IA, 2HEE, 2HD	$1440	20	10	2y	$000 110	$ 70	Yes	Mar	Apr	
Oregon State College, Corvallis, Dean Miriam Scholl (S)	A	9	3FN, 2TC, 4CD	$1300 1800	15 18	12q	2y 3y	$ 46	$ 25	¶	May	Jun	
	F	3	FN	$2160	22‡	12q	2y 3y	$ 46	$ 25	¶	May	Jun	
Pennsylvania State University, University Park, Dean Grace M. Henderson (C)	A	35	A, 7CD, CS, 7FN, HD, HEE, HM, 1A, PHN, 8TC	$1600	20	10	1½y 4½y	$240 500	$ 20	¶	Apr	May	1 6 11
Purdue University, Lafayette, Indiana, Dean Beulah V. Gillaspie (S)	A	30	9FN, 5TC, 10CD, 3IA, 3HEE, 7HM, 4HE, 2A	$1500§ 1700§ 1800‡ 2040‡	20	10	2y	$112 300	$ 32	¶			
	F			$1500	20‡	10	2y	$112 300	$ 32	Yes			
University of Rhode Island, Kingston, Dean Olga P. Brucher (C)	A	3	1FN, 1TC, 1CD	$1500	15 20	12	2y	$130 250		Yes	Mar	Apr	
South Dakota State College, College Station, Brookings, Dean Frances M. Hettler (Div)	A	2	HEE	$1500	22	11q	15m		$ 51	Yes	Mar	Apr	
Stout State College, Menomonie, Wisconsin, Dr. Alice J. Kirk (S)	A	4	1FN, 1TC, 2HEE	$2000	15 20	10	1½y		$ 35	Yes	Mar	Apr	
Syracuse University, Syracuse, New York, Dean M. Eunice Hilton (C)	A			$1800§	20	10	2y	$180	$ 20	¶	Mar		
	F					18	3y 1y 2y		$ 20		Mar		
	S					18	1y 2y		$ 20	¶	Mar		
University of Tennessee, Knoxville, Dean Jessie W. Harris (C)	A	18	4FN, 3TC, 4CD, 2IA, 3HM, 2AA	$1000‡	15	12q	4q	$680	N	Yes	Apr	May	6
	F	4	PHN	$3000						Yes	Apr	May	
	I	2		$1200	24	9	2y	$680			Apr	May	
East Texas State College, Commerce, Dr. Wathena Temple (D)	A	3	HEE	$ 900		12	1½y		$138	Yes	May	Jun	
Texas Technological College, Lubbock, Dr. Mina Lamb (S)	S	1	FN	$ 400		15	1y	N			Apr	Jun	
Texas Woman's University, Denton, Dr. Pauline Beery Mack (C)	A	5	1FN, 3TC, 1IA	$1125	12		15m	N	N	No	Apr	May	12
	F	7	4FN, 2TC, 1IA	$1125 1500	20		15m	N	N	Yes	Apr	May	
	S	5	1FN, 2TC, 1CD, 1HEE	$ 600	10		11m	N	N	No	Apr	May	
Tuskegee Institute, Tuskegee Institute, Alabama, Dean Mayme L. Powell (S)	A	4	2FN, 2HEE	$ 600	10	12	3s	N	N	Yes	Apr	May	13

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Graduate Opportunities in Home Economics (Continued)

A	B	C	D	E	F	G	H	I	J	K	L	M	N
Utah State University, Logan, Acting Dean Una Vermillion (C)	A	1	FN	$ 900	20	15	1½y	N		Yes	Apr	Jun	
University of Vermont, Burlington, Mrs. Virginia Y. Trotter (D)	A	2	1FN, 1CD	$1400		12	2y	$845		Yes	Mar	May	
Virginia Polytechnic Institute, Blacksburg, Dr. Mildred T. Tate (D)	A	4	2FN, 1TC, 1CD	$1400	12	12q	12m		$ 71	Yes	Mar	Mar	
Central Washington College of Education, Ellensburg, Dr. Wesley Crum (Div)	A	1	HEE	$ 900	10	15	4q	N	$ 48	No	Mar	Apr	
State College of Washington, Pullman, Dean Velma Phillips (C)	A	10	2FN, 1TC, 2CD, 3IA, 2HM	$1650	20	10	2y 4y	$000 217	$172	Yes	Mar	Apr	
University of Washington, Seattle, Mary Louise Johnson (S)	A	3	1FN, 1TC, 1HEE	$1575	20	12	18m	$183 408		Yes	June		
Wayne State University, Detroit, Michigan, Dr. Frances G. Sanderson (D)	A	3	1CD, 1IA, 1TC	$1800§	12 16	8	2y	$ 96 176	$ 20	Yes	Mar	May	
West Virginia University, Morgantown, Ruth D. Noer (Div)	A	1	CD			10	12m	$ 45 220		Yes	Mar	Jun	
Western Reserve University, Cleveland, Ohio, Dr. Helen A. Hunscher (Div)	A	2	FN	$1100	20	10	2y	$560	$ 8	Yes	Mar	Apr	
	F	1	HEE	$1600	20	10	2y	$560	$ 8	Yes	Mar	Apr	
University of Wisconsin, Madison, Associate Dean Frances Zuill (S)	A	33	23FN, 3TC, 2CD, 2IA, 1HEE, 2HM	$1600§ 1930‡	20	8 12	1½y		$100	Yes	Feb	Apr	6
	F	1		$1500§		12	1y		$100		Feb	Apr	
	S	8		$1000§		12	1y		$100		Feb	Apr	

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¶ Depends on the project

The American Home Economics Association Fellowships

The American Home Economics Association administers these fellowships:

AHEA Doctorial Research Fellowship—awarded as possible from accumulated interest on AHEA life membership payments $1,500
AHEA Nutrition Fellowship—only one award available $1,000
Effie I. Raitt Fellowship—offered every year ..... $ 500
Ellen H. Richards Fellowship—offered in alternate years with the Omicron Nu Fellowship $1,000
Omicron Nu Fellowship—offered every second year $1,000

An applicant for these fellowships must be a member of AHEA. In addition, for the Nutrition Fellowship, the applicant must be a native of a southern state and engaged in or ready for study in the field of nutrition at the doctoral level. Candidates for the remaining fellowships must show promise of making a valuable contribution to home economics through research and study on a graduate level. Information and applications available from AHEA, 1600 Twentieth Street, N.W., Washington 9, D. C.

Vote for AHEA Officers during This Month

Ballots for the election of national officers of the American Home Economics Association, section officers, and nominating committee members will be in the mail within a few days. The election date has been moved ahead this year in order that the task of counting the ballots can be cared for earlier in the spring. The earlier election date also gives the candidates elected more time to plan attendance at the annual meeting and to familiarize themselves with their national or section duties.

The officers to be elected this year are:

Vice-president to serve for three years

Treasurer to serve for two years

Nominating committee, two members to serve for two years

Professional section vice-chairmen

Subject-matter section chairmen-elect and secretaries

AHEA members may vote for all national officers and nominating committee candidates and in as many subject-matter sections as they wish, but for the candidates in only *one* professional section.

Vote promptly!

International Congress Delegates to Be Told of Summer Study Opportunities

With the co-operation of home economics administrators in colleges and universities in the United States, a special list of study opportunities that visitors from abroad might combine with attendance at the Ninth International Congress on Home Economics this summer is being prepared for Congress registrants interested in study opportunities. Many visitors from abroad hope to make use of part of their time in the United States for intensive study of a particular phase of home economics.

The April issue of the JOURNAL will carry the usual list of summer study opportunities of interest to home economists in the United States. Many of the study courses can be combined with attendance at the AHEA annual meeting in Philadelphia in June or the International Congress at the University of Maryland in late July.

What Is Communication?

MARY E. HOLTMAN
Home Economics Director
National Project in Agricultural Communications
Michigan State University, East Lansing

Communication can help you grasp the meaning of the world about, help you understand your own position in relation to others, and help you adapt successfully to your own environment.

Everyone needs to communicate. No one is completely self-sufficient. We constantly depend upon others for help, guidance, and satisfaction. Because of our dependent nature, we must live together, and this interaction among people calls for skill in communicating effectively.

Generally, we take for granted both our ability to communicate and how to use the tools of communication. We acquire communication ability so gradually and easily that we cannot remember when we learned the skill or a time when we could not make ourselves understood. We started learning our language early in life, even before our elders started to teach it to us, so that we could share the experience of others. It is impossible for us to observe and experience all the things for which we have need. Personal contacts, books, and other media can aid us in our quest for knowledge and understanding.

There are many specialists interested in communication today. Anthropologists, sociologists, political scientists, psychologists, students of literature, philosophy, and education all make significant contributions to the understanding of communication. They help us to realize the complexity of the communication process which we all practice so blithely. In the broad approach to communication—developed as the result of the interests of these disciplines—many people have discovered the important role communication plays in their personal, business, and political lives.

Basically, communication is a process through which we share information, ideas, and attitudes. This applies in person-to-person contacts as well as mass communication. The latter is more difficult since distance is involved. Effective communication involves at least four factors: the communicator, the communicant, the communiqué, and the effect.

The communicator initiates the communication process. He forms his message using signs and symbols—speaking, writing, drawing, gesturing. The communicator may be an organization such as a newspaper, television station, or picture studio with a message to tell.

The communiqué is the message. Again, writing, speaking, and gesturing—in fact, any sign that can be interpreted meaningfully—may be used in getting the message across. The doctor, wearing a mask as he performs in the operating room, depends on gestures. So does the deaf mute. You may not have thought of gesturing as effecting the interpretation of communication, but those who are sensitive to communication realize that action often speaks louder than words.

The communicant receives the message by listening, watching, or reading. The communicant may be a group or an individual—such as a lecture audience, a reader of a newspaper or book, or a viewer of a television program or movie.

The effect is the response the communication provokes. What changes in behavior take place as the result of receiving the communiqué? If no change is evident, then communication may not have taken place. It is difficult for us to evaluate the effectiveness of the message we send.

In analyzing the factors involved in communication, we recognize it as a two-way, continuous process between communicator and communicant. This requires a flow of messages back and forth and involves skill on the part of each participant in forming statements and questions that are meaningful to each. Man's effectiveness as a student, a teacher, a follower, a leader, depends to a great extent on his ability to use this communication process.

How can a home economist use this process in gaining insight to (1) guide her own professional improvement, (2) execute her job more effectively, (3) develop her own working philosophy of home economics, (4) interpret home economics to its many publics, (5) recruit employees, (6) recruit students, or (7) carry on other activities?

No matter what our special interest in the field of home economics may be, communication is the process through which we can achieve our goal.

From this short discussion you may get the impression that communication is the only solution to our problems. S. I. Hayakawa expresses it well when he says, "I am not suggesting that communication is all there is. I am suggesting that you try thinking about everything in terms of communication." This we commend to you as an exciting and stimulating way of looking at the world.

Bibliography

1. The Milk of Human Kindness. *ETC* **14**, No. 4, Summer 1957.
2. *Teachers College Record* **57**, No. 2, November 1955.
3. *Fundamentals of Social Psychology*. By Eugene L. Hartley and Ruth E. Hartley. New York: Alfred A. Knopf, Inc., 1955.

Spring Meetings of State Home Economics Associations

State	City and Date
Arizona	Phoenix, Feb. 28, March 1
California (Council)	San Mateo, March 29, 30
Connecticut	Storrs, April 19
Delaware	Dover, April 19
District of Columbia	Washington, May 3
Florida	Jacksonville, March 21, 22, 23
Georgia	Athens, April 18, 19
Illinois	Urbana, April 19
Indiana	Terre Haute, April 18, 19
Iowa	Waterloo, March 29
Kansas	Topeka, March 27, 28, 29
Louisiana	Monroe, March 14, 15
Maryland	Friendship Airport, Linthicum, March 21, 22
Massachusetts	Boston, April 26
Michigan	Grand Rapids, April 17, 18, 19
Minnesota	Minneapolis, Feb. 15
Missouri	Jefferson City, March 28, 29
Montana	Great Falls, Feb. 14, 15
Nebraska	Omaha, April 11, 12
New Hampshire	Laconia, April 19
New York	Rochester, April 24, 25, 26
North Carolina (Council)	Durham, March 15
North Dakota	Bismarck, March 22
Ohio	Cincinnati, April 18, 19
Oregon	Corvallis, April 25, 26
Puerto Rico	San Juan, April 16
Rhode Island	Providence, March 10 or 17
South Dakota	Mitchell, April 11, 12
Tennessee	Knoxville, April 18, 19, 20
Texas	Houston, February 14, 15
Utah	Salt Lake City, April 11, 12
Vermont	Burlington, April 19
Virginia	Richmond, March 13, 14, 15
Washington	Wenatchee, May 16, 17
West Virginia	Jackson's Mill, May 2, 3
Wisconsin	Green Lake, April 25, 26
Wyoming	Laramie, April 11, 12

Communications has been chosen as the theme of the annual convention of the New York State Home Economics Association on April 25 and 26. Topics will include design related to communications, languages and their place in communications, psychology as it pertains to communications, and, at the Saturday luncheon, a talk on the significance of communications to the home economist in her daily traveling, living, and working with people.

Education (Higher)

Contributed by MARIE DIRKS
Ohio State University

Values and teachers, L. E. RATHS. *Educ. Synopsis* **2,** No. 3 (Spring 1957), pp. 4-5.

What is the responsibility of the teacher with respect to values? Is it presupposed that she has a set or system of values? If she has none, can she get young people to take on values she would recommend? Is it fair to exploit a captive audience to get agreement to a system of values? These are some of the questions raised by the author. He discusses how a value is determined and sets up the following criteria as necessary and sufficient to designate a value:

1. There must be pattern or repetition.
2. There must be prizing.
3. There must be consideration of alternatives.
4. There must be affirmation.
5. There must be relationship to our life activities.

Unless attitudes, beliefs, feelings, and aspirations meet these criteria, they do not have the status of values. The discovery of values is not an end point. "It is the searching for values which is to be most highly prized." To help students search for and clarify values gives greater depth and added significance to classroom teaching.

Logic, thinking and teaching, B. O. SMITH. *Educ. Theory* **7,** No. 4 (Oct. 1957), pp. 225-233.

The author explores the proposition that logic is relevant to thinking and teaching; that preparation of the teacher should include the study of "educational logic." He believes that in the process of separating psychology from philosophy, education was "psychologized," losing its logical basis and an adequate criterion for disciplined reasoning. The command of logic enables one "to recognize fallacies in a generalized sense," that is, "to see them in abstraction from any particular content."

In much classroom teaching, Smith asserts, the teacher overlooks the logic of his subject and of the class discussion. He is so preoccupied with facts and ideas that he overlooks vagueness and ambiguity in thinking. Logic concerns itself with defining, explaining, interpreting, proving, justifying, verifying, and applying. It is an inherent part of teaching, best used in connection with the actual activities, events, and instructional materials of the classroom.

On being an educated person, J. M. KLOTSCHE. *Vital Speeches* **23** (Aug. 1, 1957), pp. 635-637.

The author does not hold with the idea that equality of educational opportunity and education of the superior are mutually exclusive. It is possible to pursue both simultaneously. He decries the tendency in our society "to have excellence give way to normality, to have the average accepted as desirable, to have conformity disguised as adjustment, to glorify the mediocre and to ridicule distinction." Although we find ourselves today among the most highly educated people in the world, we are incompetent to deal with the problems at hand.

One of the obligations of an educated person is to acquire skills and habits of constructive and critical thinking, to establish familiarity with the process of inquiry and discovery, to encourage stimulation of curiosity and to channel such curiosity into painstaking and careful evaluation of evidence.

Max Otto is quoted as saying:

My professors . . . were centers of aggressive intellectual energy, sources of cultural vision. They were not teachers of lessons; their classes were outposts in the recurring struggle between enlightenment and superstition, between knowledge and ignorance. And their students were apprentices in the same high adventure.

Whither higher education? C. BRINTON. *J. Higher Educ.* **28,** No. 8 (Nov. 1957), pp. 409-413.

Judged from a historical perspective, the author believes western higher education has traditionally been "molded to the interests and capacities of an aristocracy willing and able to undergo a rigorous discipline. . . ." In terms of "average human capacities and interests," this education, though termed liberal, was highly specialized, indeed professional, in character. Material progress of the nineteenth century freeing young men and women from the urgent necessity of working with their hands, "forced" increasing numbers of the "average" into higher education. It may be possible "to maintain standards while educating nine out of ten substantially as we not so long ago educated one out of a hundred," but it seems more likely, the author believes, that out of confusion will emerge the fact that liberal education in a traditional sense is for a scholarly group whose needs would be better served in a special curriculum. For the rest, the already great variety of alternatives may conceivably even be increased.

Family Economics–Home Management

Contributed by ROSE E. STEIDL
New York State College of Home Economics
Cornell University

Fatigue and inadequacy, S. H. BARTLEY. *Physiol. Rev.* **37,** No. 3 (July 1957), pp. 301-324.

"Fatigue" has too many meanings. Bartley organized recent literature (174 references) into five classes of studies. His analysis was in terms of variations in process and inadequacy of function. His purpose was "to state the relation of the various phenomena of inadequacy to each other according to some integrating scheme."

Two fundamental phenomena of inadequacy exist: state of body cells and intercellular activity. The varieties of process change depend partly upon the nature of the system studied and should be labeled accordingly–impairment, adaptation, or disorganization. Impairment results from deficient or abnormal cell functioning. Disorganization can occur when organization between working cells is not effective in achieving performance.

Consequences of activity in many situations are not related to energy output but to general organization of the behaving organism. Such cases of inadequacy must be dealt with in other than energistic terms.

Recreation in the age of automation. *Ann. Am. Acad. Pol. Soc. Sci.* **313** (Sept. 1957), pp. 1-147.

Articles in this volume were planned "to provide an introduction toward an understanding of the leisure mode in tomorrow's living." The discussion covers background and basic concepts; movement toward professional leadership and professional standards; representative specialization to show breadth, depth, and thrust of the leisure mode; three commercial case histories to indicate the participation in a family sport, geographical range and mobility, and time payment for leisure enjoyment; the need for planning, for professional and technical competence in leadership, for political literacy and civil courage in the support of recreation policies; and a summary. As Paul F. Douglass states in the Foreword:

> . . . In all, the volume indicates the growth of professionalism in recreation administration, an encouraging development in the reconstruction of philosophy as the factors of leisure and abundance are assimilated into the charters by which men live, and a thrust toward growth, depth, and quality.
>
> The leisure mode . . . is taking its place in history. . . . The realization will depend upon the growth of man in spiritual stature, his competence for inner control, and his good sense and wisdom in pursuing values which his abundance enables him to possess.

A philosophy of leisure, W. C. SUTHERLAND, pp. 1-3.

Man will have time to enjoy leisure, but the average man will need help in knowing how to use it. Fundamental concepts of leisure are examined: integrity of purpose, liberty to review goals, objectivity, equality in fellowship, common command of skills, and growth.

Who profits from trading stamps? E. R. BEEM. *Harvard Bus. Rev.* **35,** No. 6 (Nov.-Dec., 1957), pp. 123-136.

Stamp plan popularity varies directly with the speed with which consumers acquire enough credits to obtain premiums. Supermarkets give more than half of the total stamps given by retailers. Trading stamps are one of the most effective devices supermarkets use to attract shoppers. Surveys show that stamps have tended to raise sales volume and profits for their users.

The net result from surveys is that stamps have not caused general price increases. The burden of this promotional outlay is carried by increased sales volume which reduces operating expense ratios. Expansion of store assortment in non-food lines and improved efficiency have warded off profit declines.

Consumers enjoy a discount through premium merchandise equivalent to about 2 per cent to 2½ per cent of their stamp store purchases if the store does not raise its prices when it adopts stamps.

What it takes to be a manager, J. M. FOX. *Advanced Mgt.* **22,** No. 6 (June 1957), pp. 18-21.

Qualities that business executives believed to characterize men destined to command in business were creative ability (which can be developed), judgment (sound thinking for wise decisions), administrative skill (ability to plan), positive attitude (ability to inspire), courage, and character.

Cardiac rehabilitation: Questionnaire survey of general practitioners, B. WILLIAMS, P. D. WHITE, H. A. RUSK, and P. R. LEE. *J. Am. Med. Assoc.* **165,** No. 7 (Oct. 19, 1957), pp. 791-794.

Definition of rehabilitation. Major problem in rehabilitation is the elimination of fear and misinformation about heart disease in the patient and his family. Second are the personal economic problems faced by the cardiac.

Family Relations and Child Development

Contributed by LEONE KELL
Kansas State College

A study of the family background of the gifted, W. B. BARBE. *J. Educ. Psychol.* **47,** No. 5 (May 1956), pp. 302-309.

Data were obtained by questionnaire from 456 subjects. All were graduated from the "major work" program of special classes for public school children in Cleveland, Ohio, during the last 15 years. The mean IQ was 130.2. Slightly more than half were females.

Approximately 11 per cent of the group were Catholic, 46 per cent Protestant, and almost 39 per cent Jewish. Children of Catholic parents were commonly being educated in parochial schools. The Jewish group is represented in far greater numbers than its proportional share.

Almost 50 per cent had one or both parents who were foreign-born. About 20 per cent of Cleveland's adult population is foreign-born.

Judging by the economic tenth of the census tract in which the subjects lived while in public school, these gifted children tended to be upper middle-class. However, the fact that 30 per cent of the parents were in the laboring class is noteworthy. The subjects tended to be only children or first-born in a family of two.

America's children. *Metropolitan Life Insurance Company Statistical Bull.* **37** (Aug. 1956), pp. 1-3.

Within the ten years following World War II, the child population of the United States increased by more than one third, reaching a record total of 55⅔ million at ages under 18 years in 1955. This rise is unprecedented in our history and reflects essentially a new outlook toward family life by young people—the proportion married is at an all-time high, and they are marrying and starting their families earlier. This post-war upsurge in numbers of children is concentrated very largely at ages under 10 years. Within the next few years, the number of teen-agers will rise rapidly.

In 1955 about 7 out of every 8 children were living with both parents. One-half million children had fathers in the armed forces.

One generation ago, in 1920, about 6.4 million children under 18 years of age had lost one or both parents by death. In 1955 only 2.7 million children were orphaned, and most of those were living with the surviving parent.

About 10 per cent of the girls at ages 16 and 17 years are married. Each year, about 140,000 girls under 18 years of age become mothers, some bearing their second or third child.

The American husband. *Metropolitan Life Insurance Company Statistical Bull.* **37** (April 1956), pp. 4-6.

The typical American male is married at a relatively early age, establishes a household soon after marriage, and bears responsibility for raising a family during most of his working life. More than one quarter of married men are under 35 years of age; another quarter are 35 to 44; and 11 per cent (4.4 million) are 65 or over.

More than 9 out of every 10 husbands maintain a household for their families. About half of the remaining live with their wives in a household not their own, but these doubled-up families decreased to only 3½ per cent in 1955.

About 95 per cent of all married men under age 65 are in the labor force. Currently in more than one-fourth of all families, both husband and wife are in the labor force.

Parenthood as crisis, E. E. LEMASTERS. *Marriage & Family Living* **19,** No. 4 (Nov. 1957), pp. 352-355.

"Crisis" in the study was defined as "any sharp or decisive change for which old patterns are inadequate." To find whether the arrival of the first child might be considered such a crisis, 46 couples were interviewed (both husbands and wives). The group was urban or suburban in residence, between 25 and 35 years of age; husbands were college graduates and their occupations were middle class. Thirty-eight couples reported extensive or severe crisis; the other eight reported only mild crisis or none.

Evidence was strong that these reactions were not the result of not wanting children, for 35 of the 38 pregnancies were either "planned" or "desired." The underlying reason for crisis seemed to be lack of effective preparation for parenthood. As one mother said: "We knew where babies came from, but we didn't know what they were like."

All but a few of these parents made a successful adjustment to parenthood. They found the going somewhat rough, but said it was worth it. If these results are confirmed by other workers, implications are that young people need more adequate preparation for parenthood.

Housing and Household Equipment

Contributed by LILLIAN PACE
Georgia Power Company

Storage you can get at easily! *House Beautiful* **99,** No. 10 (Oct. 1957), pp. 200-201, 233.

Storage space is no better than your ability to get at it. If storage space is deep then it must be possible to pull it out into full view. Time and labor are saved when supplies and equipment are always at hand.

Illustrated is a wall pantry with six-inch shelves on the door. Shelves inside pull out, and nothing is buried. The pull-out cabinet by the refrigerator has shelves accessible from either side.

Another illustration shows a utensil cabinet in which nothing is stacked. Muffin tins hang on the sides. Pan lids are racked. Utensils to fit those pans hang. Other utensils are in drawers designed for large pieces.

A cabinet on wheels which doubles as a serving cart, shallow floor-to-ceiling storage, and variations of pull-out drawers are pictured.

The washer-dryer. *McCall's* **85,** No. 1 (Oct. 1957), pp. 188-189.

Answers to typical questions about this relatively new appliance point out that it cleans clothes as well as a separate washer does. It costs about as much as a washer and a dryer. Plumbing and wiring are the same as for the two appliances. Eight manufacturers offer this appliance.

The obvious advantages of this combination appliance are that there is no need to handle heavy wet clothes and one appliance takes less space than two.

Illustrations show the spaces in a house in which the appliance might fit. These might be a guest room closet, a bathroom, a built-in cabinet in the dining room, and under the stairs.

Six don'ts for better laundering. *McCall's* **85,** No. 2 (Nov. 1957), p. 166.

Enough is enough when it comes to laundering. For best results in using your washer and dryer avoid these laundering sins:

Don't over-soak. Twenty minutes loosens dirt. Longer time redeposits it and may fade clothes.

Don't over-wash. The dirtiest clothes are clean in 15 minutes. Over-washed clothes may lint more, fade, shrink, or become dingy.

Don't over-suds. Too many suds prevent clothes from rinsing and may cause mechanical difficulties.

Don't over-bleach. Clothes are damaged and even enamel finishes, aluminum agitators, rubber gaskets, and porcelain enamel finishes are injured.

Don't over-starch or over-soften—an excess of starch dulls colors, makes fabrics look ugly, and may make fibers break and crack. Over-softening may make towels and diapers less absorbent.

Don't over-dry. Clothes look better and are easier to iron when the natural fabric moisture is not removed.

We combed the country to bring you freezer news. *Household* **57,** No. 8 (Aug. 1957), pp. 39-59.

This article is the first in a series designed to answer questions and fire the imagination of the newest or oldest freezer owners. Experts tell about freezing a variety of foods that range from pies to plate meals.

In 1974 they are imagineered for even less work. *American Home* **58,** No. 2 (July 1957), pp. 75-77.

The XPC-1, a combination freezer and electronic oven, will not replace you as a homemaker but will let you cook as you please. A prototype now, it will be here in 15 to 20 years.

You can store 42 foods in the 5-cubic-foot freezer, 3 each of 14 types. Any six can be selected as a meal for four people. Put prepared food in covered Pyrex containers before freezing; slide them into freezing racks. Fourteen color-keyed food selectors match the positions of stored foods.

A timing selector, set when the food is put in the freezer, causes these foods to go into the oven at preordained times so that a whole meal is ready at the same time.

The food cooks electronically in ⅛ to ½ the cooking time required in a regular oven. The XPC-1 operates on 220 volts as does an electric range.

Electrical repairs you can make. *Better Homes & Gardens* **35,** No. 11 (Nov. 1957), pp. 190-191.

A step-by-step, illustrated article showing how to repair electrical breakdowns which fall in the nuisance category. For adequate wiring problems and behind-the-wall repairs, call your electrician. The nuisance category includes switches, light sockets, plugs for light-duty cords, and heating appliances. Safety and motor maintenance care are also illustrated.

Institution Administration

Contributed by MARJORIE M. MCKINLEY
Iowa State College

Leadership style as a variable in research administration, H. BAUMGARTEL. *Administrative Science Quart.* **2,** No. 3 (Dec. 1957), pp. 344-360.

Eighteen laboratory directors in a government medical-research organization used three leadership styles—participatory, laissez-faire, and directive. Participatory leadership, characterized by a high degree of interaction and involvement with subordinates and joint decision making, was found to be associated with the highest scores on different measures of motivation and attitudes of scientists in the laboratories. Results of the study support validity of the concept of shared leadership as a realistic way of achieving more effective performance and personal satisfaction.

How to set up cost controls for housekeeping, E. J. FREDERICK, J. G. HARDING, and D. SCHWORM. *Modern Hosp.* **89,** No. 5 (Nov. 1957), pp. 67-72.

Based on a study at the Cleveland Clinic Hospital, six steps are proposed to set up cost controls in the housekeeping department. First, determine standard of cleanliness to be maintained in each area, for example the frequency of dry-mopping or wet-mopping floors. Second, after analysis of present work methods, develop the most effective procedures. Using these procedures time studies can be made and standard time data established. Third, figure work load requirements. This involves determining frequency of performing standard cleaning procedures, determining time of day standard cleaning procedures should be performed, and developing schedules of personnel requirements. Fourth, the supervisor aids in development and application of a cost control program by helping to develop standard cleaning procedures, by training employees in the use of these procedures, and by obtaining results of the program through direct supervision. Fifth is selection of proper equipment and supplies. The sixth step in setting up cost controls is to maintain or increase employee interest and morale.

Taking a measure of the changing attitudes of today's patrons. *Institutions* **41,** No. 5 (Nov. 1957), pp. 8-9+.

Two motivational research workers—Burleigh Gardner and Mrs. Harriet Moore—of Social Research, Incorporated, present their views on the changing attitudes of the American people and how the changes are affecting institutions. The current emphasis on relaxation, informality, and getting away from one's life routine has implications for the decorations, service, and food in an institution. There are, nevertheless, different types of markets. Conservative, traditional type service is still being demanded by business executives and the upper middle class. In hospitals it must be remembered that whenever people are tired or debilitated they need reassurance. Here the need is for familiar foods and homelike interiors. The management of any institution should try to understand the motives of the people they serve.

Motivational research will probably serve the institution industry best in projects sponsored by suppliers, food manufacturers, and the associations rather than by individual operators.

Selective menus in a psychiatric hospital, F. M. RALLI. *J. Am. Dietetic Assoc.* **33,** No. 11 (Nov. 1957), pp. 1172, 1174.

Selective menus were introduced for psychiatric patients at the Veterans Administration Hospital, Northport, New York. An improvement in the psychiatric status and the physical well-being of the patients has resulted. A choice of entree is offered at all three meals, and some additional choices are given at breakfast.

Careful planning was necessary to initiate selective menus. A selection of entree was offered employees before it was attempted for patients. Dietary employees, nurses, and others co-operated in the planning necessary to make the change in procedure. The patients were oriented to the change in advance, and when the new service was begun the patients received help from nurses in making choices.

How color helps us standardize, C. MOSSMAN. *Restaurant Mgt.* **88,** No. 5 (Nov. 1957), pp. 62-63, 100.

In order to control the quality of the food items in four restaurants, color photographs of the foods have been mounted on cards along with the description of the items. For the production of products and for plate arrangements these pictures have been an indispensable aid to new employees and a constant reminder for the regular employees. Photographs have been taken of salads, short-order plates, pastries, and other items. Products to be photographed are prepared with care according to a rigid recipe and arranged in the most attractive manner possible.

Nutrition

Contributed by LURA M. ODLAND
U.S. Department of Agriculture

Studies on an interaction among serum protein, materials containing intrinsic factor and vitamin B_{12}, O. N. MILLER. *Arch. Biochem. & Biophysics* **72,** No. 1 (Nov. 1957), pp. 8-16.

About 80 per cent of the vitamin B_{12} in human serum is bound to serum protein. This report indicates that the combining activity of serum for vitamin B_{12} may be potentiated by materials with intrinsic factor activity. The increased combining activity of serum protein in the presence of materials containing intrinsic factor was many times greater than was observed if the binding capacities of serum and materials containing intrinsic factor were determined separately.

A factor present in serum of normal individuals and to lesser extent in serum from patients with pernicious anemia may be responsible for the B_{12} combining reaction, and greater increases in the amount of combined B_{12} of serum were observed when gastric juice from normal human subjects was incubated with normal serum and vitamin B_{12} than when gastric juice from pernicious anemia patients was used. However binding of vitamin B_{12} by gastric juice alone was not primarily associated with its intrinsic factor content. Data have been presented to indicate that in pernicious anemia there may be deficiency both of gastric factor and of serum factor.

Effect of pyridoxine deficiency on the absorption of vitamin B_{12}, J. M. HSU and B. F. CHOW. *Arch. Biochem. & Biophysics* **72,** No. 2 (Dec. 1957), pp. 322-330.

Pyridoxine deficiency resulted in an impaired absorption of orally administered doses of vitamin B_{12} (Co^{60}), as indicated by decreased urinary, liver, and kidney levels and increased fecal levels of the radioactive vitamin B_{12} for adult male and female rats. Impaired absorption of vitamin B_{12} in pyridoxine deficiency was corrected following repletion with injected pyridoxine. The authors indicate that in man the absorption of vitamin B_{12} requires an adequate amount of intrinsic factor, mainly from gastric mucosa, and that further information concerning a possible association between pyridoxine deprivation and intrinsic factor deficiency would be desirable.

Serum and urinary excretion levels of vitamin B_{12} following B_{12} injection were similar for control and pyridoxine-deficient animals. Therefore it was suggested that the retention of vitamin B_{12} was not impaired in pyridoxine deficiency.

Deficiencies of thiamine, riboflavin, or pantothenic acid in rats had no influence upon the absorption of radioactive vitamin B_{12}.

Flavonoids in human nutrition and medicine, W. N. PEARSON. *J. Am. Med. Assoc.* **164,** No. 15 (Aug. 1957), pp. 1675-1678.

This report indicates that while the flavonoids may possess mild pharmacological properties, they have no known nutritional function and cannot, at the present time, be regarded as essential nutrients.

Well-controlled clinical studies have indicated that flavonoids have no significant effect on the course of the common cold. With the study techniques employed to date, it is not possible to reach valid conclusions concerning the efficacy of flavonoid treatment in other clinical conditions such as hypertension, diabetes, arthritis, pregnancy, and certain purpuras.

Until well-controlled clinical studies supporting the claim of the therapeutic value for the flavonoids are available, it is concluded that the flavonoids are of little or no value in the treatment of disease.

Effects of gamma radiation on certain water-soluble vitamins in raw ground beef, E. J. DAY, H. D. ALEXANDER, H. E. SAUBERLICH, and W. D. SALMON. *J. Nutrition* **62,** No. 1 (May 1957), pp. 27-38.

Previous reports of the effects of irradiation sterilization upon foods have indicated that the extent of vitamin destruction may vary with the type of food under test and the amount of radiation. In the current study, the authors report that gamma radiation of ground beef at approximately 3.0 megarep resulted in destruction of about 10 per cent of the riboflavin and 25 per cent of the pyridoxine. Very little, if any, inositol or niacin was destroyed at either 3.0 or 4.0 megarep levels of radiation.

Because of the nutritional interrelationship between niacin and tryptophan, the effect of irradiation on this amino acid was also tested and found to be negative at a 4.0 megarep level which was considered to be above the dosage level usually considered necessary for sterilization.

Social Welfare and Public Health

Contributed by HELEN E. HUGHES
Family Service
St. Paul, Minnesota

Stabilizing the family through homemaker service, P. M. MARGOLIS, MD. *Soc. Casework* **38,** No. 1 (Oct. 1957), pp. 412-416.

Excerpts illustrate a dynamic approach to homemaker service in several categories.

Homemakers as mother substitutes: Example (1) concerns a case where children, ages 2 years and 4 months, were in the paternal grandmother's home; the mother was in a tuberculosis sanatorium. Homemaker care of his children in his own home and casework treatment helped the father maintain psychological equilibrium and resume his appropriate role. Case (2) mother was in a mental hospital. A girl 11, oldest of 4 siblings, reacted compulsively to excess responsibility. A homemaker allowed her a more normal maturation.

Overwhelmed mothers: (1) In a family consisting of parents, blind twins 4 years, and younger siblings, the homemaker cared for the twins, not toilet trained and not talking. In three months they could enter nursery school. The mother learned how to better organize her work, felt more adequate, and was able to accept the twins. (2) This family was a young couple which had 5 children in 5 years. The homemaker instituted better housekeeping standards, the father became more interested, and the family drew closer together emotionally.

Mentally ill mothers were helped by reassurance and protection while the mother was awaiting hospitalization; support in post-partum depression through co-operation in care of baby; gradual transfer of responsibilities to lessen stress for discharged mother; reassurance after shock therapy.

In summary the author suggests that placement must be based on sound psycho-dynamic principles and diagnosis and use of psychiatric consultation with emphasis on maintenance of mental health and prevention of illness.

The significance of work inhibition for rehabilitation, H. A. ROBINSON and J. E. FINESINGER. *J. Soc. Work* **2,** No. 4 (Oct. 1957), pp. 22-31.

Make use of interest tests, but also study the motivational history of the patient. Be alert to the influence of hidden psychological forces as explanations of behavior as well as obvious causes. Study the symbolic meaning of work to the patient, that is, opportunity to compete, avenue for expression of aggression, desire for isolation.

Psychological implications of reduced motor activity may cut off a useful method of emotional release which is difficult to replace; or they may cut off means of expression (use of hands or facial muscles), a narcissistic person may lose self-esteem. Impaired motility may offer a means of atonement for guilt feelings. Muscle fatigue can be psychogenic as well as somatic.

Changes in the "social setting" of the job need to be studied. While seeming to accept the handicapped, many people have unverbalized hostile attitudes toward them. This, and actual industrial discrimination, must be faced by the patient.

When all aspects—intelligence, vocational interests, personality factors, and the social setting—of the job have been checked and rehabilitation is still unsatisfactory, less direct techniques are needed. Causes should be sought in areas not directly associated with the job, such as family relationships or remote inter-personal job relationships (the seldom-seen boss).

Understanding emotional aspects of disability, J. A. P. MILLET. *Soc. Work* **2,** No. 4 (Oct. 1957), pp. 16-21.

We need to know a patient's pre-disability adaptive patterns, relationships, and patterns of equilibrium. The more these are disturbed, the more difficult is rehabilitation. To avoid retreat to dependency, rehabilitation should start as soon as posible after the acute phase of the disability.

Diagnosis must include probable degree of recovery, awareness of the patient's emotional reaction, social history of family and evaluation of its attitudes, an estimate of possible re-education and reduction of disability. Therapeutic value of contacts with other patients should be exploited.

Successful rehabilitation should include continued, adequate medical care and supervision; psychological diagnosis of the patient and re-evaluations of personality changes; psychosocial study of his family and use of supportive help (casework) as needed; careful study and handling of a need for financial assistance; and a realistic estimate of future employability keyed to community resources and current work opportunities as well as patient's aptitudes and interests.

The rehabilitative task is two-fold—alleviate suffering (physical and mental) and help the patient regain self-confidence and maximum independence.

Textiles and Clothing

Contributed by PAULINE KEENEY
Woman's College
University of North Carolina

Comparison of wrinkle-resistant finishes for cotton, T. F. COOKE, P. B. ROTH, J. M. SALSBURY, G. SWITLYK, and W. J. VAN LOO. *Am. Dyestuff Reptr.* **46,** No. 16 (Aug. 12, 1957), pp. 585-600.

Early work on wrinkle-resistant finishes for cellulosic fabrics was directed to the use of urea-formaldehyde and acid-forming ammonium salt accelerator on rayon fabrics. The application of melamine-formaldehyde to both rayon and cotton was a second step. This was followed by the use of alkanal amine salt accelerators followed by ethylene urea-formaldehyde. More recent developments are metallic salt accelerators and the modified melamine-formaldehyde.

The results of an intensive study of the application of (1) urea, (2) ethylene urea, (3) melamine, and (4) modified melamine-formaldehyde resins to cotton fabrics indicate the performance features of each type.

Ethylene urea finishes have the highest wrinkle-recovery and urea-formaldehyde the lowest. The melamine finishes are intermediate.

The retention of wrinkle-recovery through chlorine washing of the melamine finishes is greater than either ethylene urea or urea-formaldehyde, and there was very little yellowing of the modified melamine-formaldehyde during continued washing in the presence of chlorine. Melamine-formaldehyde-treated fabric does yellow.

There was little difference in tear strength for a given wrinkle-recovery among the various "resin" finishes.

Recognition of the properties imparted to cotton fabric by the use of these treatments should enable a cotton fabric finisher to select the optimum resins and conditions of application to obtain wrinkle-resistant finishes best suited for the specific fabric properties desired.

Chemical treatments for silks being explored, M. CLAPPER. *Women's Wear Daily* (Oct. 25, 1957), p. 33.

One of the major ideas discussed at the International Silk Association Congress at the Waldorf Astoria was the part chemical treatment might play in setting up future sales of silk in fashion apparel markets. Delegates were of the opinion it would be greatly desirable to impart wash-wear qualities to silks through chemical treatment. However, it is necessary that the basic qualities of silk, such as hand, appearance, and drape, not be altered in any way. Silk does not have the fast-drying properties of many newer synthetic fibers and resin-finished fabrics. A new attempt should be made to compete solely on that basis.

Methods of obtaining luminosity or fluorescence for novel effects in printed silks require utilization of dyeing and finishing techniques. This was not considered as important as some other treatments since fabrics of this type have a limited market. More important finishing techniques would include the use of resin finishes to lessen slippage of yarns and pilling and the use of synthetic resins to weight silks.

There's a big, wide wonderful world for silk. *Am. Fabrics,* No. 41 (Fall-Winter, 1957), pp. 64-67.

During the past year, silk has become available to women who plan their wardrobes with an eye on the budget. Once almost entirely restricted to formal and dress clothes, it is now being diverted to such items as silk Bermuda shorts, bathing suits, and play suits. Both men and women have accepted silk suits, and travelers sing the praises of the silk coat. In fact, masculine apparel is another new area for silk.

This new popularity of silk is partly due to the growing number of weaves, new experiments in patterns, the revival of ancient silks, and the variety of weights. The result is a silk for every purpose and preference for every hour of the day. Another asset is the affinity for color that makes it the perfect medium for printing. The luxury fabrics resulting from union with both natural and man-made fibers have been received by an enthusiastic public and have widened the scope of silk.

One of the facts that must be faced is the inexperience and lack of knowledge shared by salespeople and customers. A whole generation has grown up knowing nothing of the beauties and glories of silk and less of its care. Manufacturers and retailers must recognize this problem and prepare to tell the story of silk. They must be certain that hang tags carry the correct information about the type and care of the silk fabric used to avoid disappointment on the part of the customer and to develop a new appreciation of the strength and durability of silk.

Introduction to Protein Chemistry. By SIDNEY W. FOX and JOSEPH F. FOSTER. New York: John Wiley & Sons, Inc., 1957, 459 pp., $9.50.

The authors have fulfilled their objective to furnish a readable, integrated, and comprehensive introduction to the field of protein chemistry and have done so in a book of relatively modest length. While it contains the rudiments of knowledge in the field, it is not exhaustive. It implies more reaching information but is not superficial. It is a text on the chemistry of the field, and this is developed in successive fashion covering the amino acids, peptides, and proteins.

In addition to the development of the chemical and physical characteristics, the role of these compounds in metabolism, nutrition, enzymology, and immunology is presented. Chapters on blood proteins and hormonal proteins contain factual information, and one on origin and biosynthesis of the proteins presents current theories and experimental evidences for them.

The style is easy; definitions are numerous and succinct; the organization is clear cut and briefly stated under each chapter heading. The illustrative and tabular material are pertinent.

For those working in applied fields, as well as for students learning protein chemistry, this book provides a direct means of orientation in the basic fundamental behavior of amino acids, peptides, and proteins.—MARY L. DODDS, *Pennsylvania State University.*

Manual of Nutrition. Fourth edition. New York: Philosophical Library, 1957, 70 pp., $3.50.

This excellent little book contains the outlines of a series of 12 lectures designed for caterers who already have a practical knowledge of cooking and food service. Originally prepared by Magnus Pike in 1945, this fourth edition has been revised by the members of the Scientific Adviser's Division (Food) of the Ministry of Agriculture, Fisheries and Food of Great Britain.

The different topics, covered in a nontechnical way, include brief discussions of principal nutrients, digestion, and absorption, the British Medical Association's recommended dietary allowances, and the composition of food. The last section discusses meal planning and the effect of cooking on nutritive values of foods. A table of food composition and list of suggested further readings complete the book.

The outlines of the lectures are simple, clear, and well organized. The discussion of meals is, of course, patterned after British customs rather than American, but the principles of meal planning are well stated and could be used in this country.

These outlines could well form the basis of a nontechnical course here, with proper modification to use the National Research Council allowances in place of the British recommendations. —MARGARET L. FINCKE, *Oregon State College.*

Enriching Family Life. By BESS B. LANE. Washington, D.C.: Public Affairs Press, 1957, 121 pp., $3.25.

Here is a usable guide book for ordinary American parents, absorbed in the rearing of school children aged 5 to 14. It is the brain child of a practicing father who thought there should be a set of work plans for parents, similar to those furnished schoolroom teachers—just one short book that tells a great deal.

Mrs. Lane's answer to this challenge is a brief, readable, adventuresome book, encompassing five areas: parent, child, home, school, and community. Each area contains a set of general suggestions with intriguing activities to develop needed skills.

A recapitulation, excellent list of questions for discussion, an index, and a classified bibliography make it useful both for the individual and for group study.

The author's preparation for this assignment is reassuring, beginning with a lifelong interest in children and parents and including teaching experience at all levels and a wide diversity of community living. She is an experienced author of many magazine articles and one book in the field of child welfare and education.

Ten parents served as advisers to keep the book from getting too long and too theoretical. Authority was added through the help of administrators, teachers, and parents in 16 public schools throughout eight states.

Mrs. Lane avoids the creation of confusion and fear of failure caused by some current literature designed to aid parents. Rather, parenthood is presented as one of life's great adventures to be pursued with confidence and a sense of humor, given the proper guide. "On the job" parents are recognized as excellent sources of information on children.

The charm and usefulness of this guide were summed up by the words of a retired mother who

said, after reading the book, "I would like to rear my family over again so I could try those ideas!"—PHYLLIS B. HOWARD, *Kansas City, Missouri.*

52 Fridays: Meatless Menus and Recipes. By ETHEL M. KEATING. Milwaukee, Wisc.: The Bruce Publishing Company, 1957, 249 pp., $3.95.

More than 60 tasty and well-balanced menus for guests or family fare are contained in this popular cookbook having entrees mainly of fish or shellfish with some of eggs, cheese, fruits, and vegetables. Included are 32 dinner menus for the family, 20 for special occasions, and 10 luncheons adaptable to many occasions.

Recipes are included for all items in the menu. The recipes for the family menus are planned to serve four, and the recipes for special occasion dinners and luncheons are planned to serve eight.

The book is unique in that it presents the recipes for meatless days in menu form, precluding any guesswork about a well-balanced meal. The varied selection of interesting recipes is neither too familiar nor too elaborate for the average homemaker. The recipes for fish and shellfish are novel, correctly written, and the type that brings out the delicate flavor of fish so that the family will not protest about fish for meatless days.

Neophyte cooks will appreciate the clear, simple directions in the recipes, and the more experienced ones will appreciate the subtle touches of flavor. Everyone will appreciate the interesting bits of information concerning the origin of recipes and ingredients and types of equipment to possess.

The author, Ethel M. Keating, is a professional dietitian. She also studied in Rio de Janeiro to learn the fine art of international cookery.—ROSE G. KERR, *Bureau of Commercial Fisheries, U. S. Department of the Interior.*

New Understandings of Leadership. By MURRAY G. ROSS and CHARLES E. HENDRY. New York: Association Press, 1957, 158 pp., $3.50.

The main contribution of this book is that it provides a synthesis of research on leadership. It examines briefly more than a hundred different studies.

The bibliography alone is a substantial contribution. Though much of the research has had rather wide circulation before, the classification used in relating it to an analytical framework is new and effective. The authors, both University of Toronto administrators, have drawn largely on U. S. research.

The book's thesis is that leadership involves elements of three conceptions, namely, leadership as based on traits within the individual leader; leadership as a function of the situation; and leadership as a function of the group. None of these theories taken separately provides an adequate theory of leadership. The argument that there are additional factors involved is not conclusively presented.

The authors' stated purpose is "to provide a relatively simple summary of recent thinking and research on the nature and meaning of leadership."

The result is rapidly shifting argument built on examples of leadership drawn largely from the realm of politics, military life, and business management. Oversimplified applications of theory to a leadership development program are attempted in the closing chapter of the book. To those readers who are expecting simple terms in "a simple summary" there will be disappointments. Though the jargon of group dynamics is explained adequately, recurring use throughout the book of such terms as "hedonic tone," "polarization," "viscidity" will

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not make otherwise clear writing attractive to the layman.

The authors have succeeded in their expressed desire to show how complex the nature of leadership is and how unwise it is at this stage to be dogmatic in asserting personal views about it.—MARY L. COLLINGS, *Federal Extension Service, Washington, D.C.*

Work Simplification. By GERALD NADLER. New York: McGraw-Hill Book Company, Inc., 1957, 292 pp., $6.50.

Improved work methods, better quality products and services, and conservation of human resources can be effectively implemented by the use of work simplification. "How to use work simplification techniques" is the thesis of the book. It stresses the use of work simplification methods for planning future work. The tools developed by work analysts to study and improve existing work situations are fully covered. Because work simplification reduces the skill needed to perform an operation, the author states that its application leads to automation. This is because as work becomes simpler automation becomes easier. There is also a discussion of how work study methods can be applied to an already automated situation. There are adaptations from the presentation of a work simplification course on television as well as material adapted from the author's previous book *Motion and Time Study* (McGraw-Hill Book Company, Inc., New York, 1955).

The general pattern of the book is a discussion of the applications and results obtained from the use of charts, forms, and/or methods of making an analysis. Usually a simple example of the method being presented is followed by a more involved example which is accompanied by illustrations in the form of charts or diagrams used to carry out the procedure. Several of the simple examples are from activities which the homemaker performs. Other examples are taken from work simplification studies in factories, stores, offices, and hospitals. The hospital studies mentioned are from other than food service operations. Definitions of the techniques are clear and concise.

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Charting comprises the bulk of the discussion methods used for work simplification. One chapter is confined to the use of work sampling as a method for analyzing nonrepetitive work. Stopwatch time study methods and other analysis techniques for studying time in relation to work are discussed and illustrated. It must be assumed that this book was intended for use by individuals who had some previous knowledge of time study equipment. There is little or no description of the stop watch, motion picture, or electronic devices.

Symbols used for the various charting processes were adapted from those used by other authors and modified or developed by the author to fit the problem being studied. This is characteristic of the literature published on motion and time study, work study, or work simplification. It presents some difficulty to the reader who has insufficient knowledge or experience in the field to understand that except for the symbols approved by the American Society of Mechanical Engineers, there is little or no complete formalization of the symbols used. This is in keeping with the belief of many analysts who maintain that in order to be most effective the symbols should be altered, improved, or expanded to suit the problem being studied.

The book leads the reader to an understanding that work simplification is not primarily a remedy for problems but an essential part of good management. It puts more stress on the use of work simplification methods for less frequently performed operations and nonrepetitive tasks than many other publications have in the past. The latter concept is receiving increased attention as the result of the present emphasis on automation. This is because automation requires the efforts of more nonrepetitive workers such as planners, technicians, and maintenance workers. This, too, is of special interest to the home economist whose work is nonrepetitive and who performs planning operations daily.

Worker, supervisor, and top management reactions to work simplification analysis and method are examined and predicted. There is an especially good discussion of how to install the improved methods that are developed from the application of systematized work study or work simplification. —SYLVIA M. HARTT, *Purdue University.*

How to Measure Ability to Pay for Social and Health Services. Prepared by THE BUDGET STANDARD SERVICE, Research Department, Community Council of Greater New York, Inc., New York, 1957, 46 pp., $1, mimeographed.

Although fee charging is not a new practice in social and health agencies, there is considerable variation in the fee charged for services to persons in the same economic groups and in methods of calculating the client's ability to pay. This report provides agencies with an excellent tool

for determining a sound basis for fee charging. It defines the measure of ability to pay as the "margin or excess of funds available to the family after allowance has been made for taxes and other requirements of family living." The family budget standard upon which the latter is based represents "a modest but adequate level of living for families of various size and age composition."

Tables of average margins for families classified by gross income and number of persons are given. When a rough index of ability to pay is all that is necessary, these tables may be used to advantage. However, the manual does make provision for adjustments according to special needs of the family. It also provides data for making a sound evaluation of other financial resources and reserves of the family when this is justified because of the high cost of providing service and the length of time service must be given.

Although this is a technical publication, the content is understandable and clearly organized and presented. Tables, technical notes, and illustrative forms for computing the fee and obtaining a summary of resources are included in the appendix.

Administrators of social and health agencies and home economists whose task is to help such agencies construct a sound fee scale should find this manual especially useful. The material should be easily adaptable to other communities.—KATHRYN S. WEITZEL, *Western Reserve University.*

A Dictionary of Contemporary American Usage. By BERGEN EVANS and CORNELIA EVANS. New York: Random House, Inc., 1957, 567 pp., $5.95.

This dictionary attempts to list the questions that are most frequently asked about what is now good practice in English usage and to give the best answers available. It also contains a full discussion of English grammar—a discussion which, according to the preface, "does not assume that the student can already read and write Latin." Bergen Evans is professor of English at Northwestern University and moderator of the TV program, *The Last Word.* His sister, Cornelia Evans, is now writing consultant to the Department of Health, Education, and Welfare in Washington, D. C. This book would seem to be a fine addition to anyone's reference shelf.

The Social Welfare Forum, 1957. Official Proceedings, 84th Annual Forum, National Conference of Social Welfare, Philadelphia, Pennsylvania, May 19-24, 1957. New York: Columbia University Press, 1957, 280 pp., $5.

Cooking Bold and Fearless. Recipes by CHEFS OF THE WEST. Menlo Park, California: Lane Publishing Co., 1957, 226 pp., $3.95.

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NEWS NOTES

INTERNATIONAL

Woodward Byars, head of the home economics department at Pembroke College, Pembroke, North Carolina, left this fall for Karachi, Pakistan, where she has an International Cooperation Administration appointment in the U. S. Operations Mission as home economics adviser.

Cora Webb is on leave as home demonstration agent in Tolland County in Connecticut for an International Cooperation Administration assignment to help develop an extension education program in homemaking in Iraq. Her headquarters are in Baghdad.

STATE ACTIVITIES

ARIZONA. New staff members at Arizona State College, Tempe, include **Dr. Shelby Stephens** as head of home economics education, succeeding **Naomi Norton; Amy Lamborn,** textiles and clothing; and **Mrs. Helene Hoover,** family relationships.

Mrs. Eva W. Scully, state supervisor of homemaking and president of the American Vocational Association, spoke in November at the Michigan State Conference for Homemaking Teachers on "Being a Professional Person" and "Serving Through A.V.A." Later, she addressed the same group on "Important Issues Facing Home Economics Today."

ARKANSAS. "Communication—Our Responsibility" was the theme of the annual meeting of the **Arkansas Home Economics Association** on October 11 and 12 at the Hotel La-Fayette, Little Rock. Program high lights included talks entitled "Communication from Headquarters" by Betty Ruth Joyce, field secretary of the American Home Economics Association; and "Communication—A Catalyst for Action" by Wallace Ann Wesley, HsD, consultant in health and fitness, Bureau of Health Education, American Medical Association.

Guest speaker for the banquet was William Hadley, Jr., public relations executive of Little Rock.

At the Saturday morning session Beth Peterson of the E. I. du Pont de Nemours & Company presented a "Communiqué—Research Inspires New Fashions."

The 1958 officers of the home economics division of the **Arkansas Education Association** elected on November 8 at the Association's annual meeting are: president, Mrs. Elizabeth Bryson, Prescott; vice-president, Mrs. Mary Sallee, Pocahontas; secretary, Mrs. Ruth Sorrells, Stugart; and treasurer, Mrs. Faye Sadler, Perryville.

CALIFORNIA. The advisory committee on home economics in business of **Los Angeles State College** met in the president's office in November to consider ways of strengthening the professional home economics curriculum at the College.

The committee is composed of the home economics staff of the College under the chairmanship of Mrs. Bertha A. Gregory and 13 home economists of Southern California. Kenneth A. Martyn, associate dean of instruction at the College, represented the curriculum committee at the meeting.

Overlap of courses in the special program, proper intellectual stimulation, screening of applicants for the home economics in business major, "too technical" courses, and emphasis upon the "basics"—general chemistry, English, speech, biological sciences, and psychology—were the topics which took up most of the discussion time.

The proposed home economics in business major would include 45 units of general education, 39 units of free electives, 31 units of home economics courses, and 9 units of selected electives—making a total of 124 units for the BA degree.

GEORGIA. The Home Economics in Business group of the Georgia Home Economics Association sponsored a **"Parade of Careers in Home Economics"** for 700 high school girls in the Atlanta area in November at the Atlanta Biltmore Hotel. This same "Parade of Careers" was presented to 140 freshman girls at the University of Georgia in Athens, in co-operation with the School of Home Economics in its Orientation Course.

Mrs. Agnes Reasor Olmstead, director of home economics for Colonial Stores and official home economist for the American Pavilion at the recent International Trade Fair at Zagreb, Yugoslavia, was the program speaker of the HEIB's November meeting. She gave a report on "Supermarket U.S.A." behind the Iron Curtain and her experiences as a home economist in demonstrating "How America Lives."

Mrs. J. Mac Barber, former president of the Georgia Home Economics Association, was selected by the executive committee of the American Vocational Association to represent home economics in the picture story for the *American Vocational Journal* of the Association's annual convention in Philadelphia from August 5 to 9. Mrs. Barber is assistant state supervisor of homemaking education and state adviser of the Georgia Future Homemakers of America.

Georgia State College for Women has been approved for graduate study and will grant a Master of Education degree for both elementary and secondary teachers.

The new Nursery School Building at GSCW was ready for occupancy at the beginning of the 1957 fall quarter. This building was planned by Mrs. Nan Ingram, director of nursery school education.

Mrs. Ann Simpson Smith, formerly associate professor of home economics in the foods department, has been appointed acting chairman of the home economics department at GSCW.

Eleanor Pryor of the State Department of Education was elected southeastern regional director of the American School Food Service Incorporated.

Dr. Fannie Lee Boyd returned in January to the University of Georgia as assistant professor of home economics education after completing work on her EdD degree at Teachers College, Columbia University.

Mrs. Miriam Moore has joined the staff of Berry College at Mount Berry, Georgia. Her successor as chairman of home economics education at Georgia Teachers College, Collegeboro, is **Betty Lane,** recently of the Marvin Pittman Laboratory School.

ILLINOIS. The **Illinois Home Economics Association** recruitment committee has sent about 2400 copies of the AHEA publication "For You a Double Future in Home Economics" to public, private, and parochial high

schools in Illinois. Responses indicate that this booklet fills a need for an explanation of careers open to those with home economics degrees.

Ground was broken in late November for the new home economics building group at **Southern Illinois University.** Expected completion date is early 1959. The group will consist of a main building, child development laboratory, lecture-demonstration hall, and home management houses. The cost is estimated at $2,200,000.

A one-story wing of the main building will house home economics education, main offices, and general classrooms. Laboratories will be in a four-story wing of the same building.

Louesa S. Keys, who had lived in Normal, Illinois, since her retirement in 1939 from the State Teachers College at Towson, Maryland, died on November 4. After teaching in rural and elementary schools in Illinois, Miss Keys studied home economics under Isabel Bevier at the University of Illinois. Following graduation there she taught home economics at the College for Women at Montevallo, Alabama; University of Alabama; Louisiana Polytechnic Institute; and Ohio University at Athens. After receiving her master's degree from Teachers College, Columbia University, she taught for 13 years at State Teachers College, Towson, Maryland.

Mrs. Agnes Ridley of Southern Illinois University is the new vice-president of Kappa Omicron Phi, national home economics honorary fraternity. A charter member of the SIU chapter, Mrs. Ridley was also the first president of the Carbondale alumnae chapter.

Julia Hintzman has been appointed divisional food supervisor for the Stouffer restaurants in the Loop area of Chicago. She has been on the Stouffer staff since 1933.

KANSAS. Speakers at the **Kansas Gas and Electric Laundry Workshop,** held on October 26 at the Kansas Gas and Electric Auditorium in Wichita, included Esther Cormany, clothing and textile specialist, Kansas State College; Ethel Jacobson, home economist for Frigidaire; Eleanor Ahern, councilor for Procter and Gamble; and Corla Sutherland, laundry specialist for Hotpoint.

Nora Steg, Noneen Ralston, Nellie Dillard, and Ruth Gorman are the home economists presently employed at Kansas Gas and Electric Company. The meeting was arranged by Helen Clark, director of home economics and family life education of the Wichita Public Schools.

Mrs. Mabelle S. Ehlers, a member of AHEA since 1923 and 1934-36 chairman of the home economics in institution administration department (now section), died in Manhattan, Kansas, on July 2, 1957. A Kansas State College graduate with a master's degree in institution economics from the University of Chicago, Mrs. Ehlers joined the staff of Michigan State College in 1929 and later became head of the department of institution administration there. She retired in 1950. Her earlier teaching experience was at the University of Minnesota and as a teacher of Latin and German in various high schools in Kansas and La Grange, Illinois.

Mrs. Bruce Josserand (Beth Warner Mull), who started the home economics department at Kansas State Teachers College, Emporia, in 1910, died on October 17 at her home in Johnson, Kansas.

Mrs. Evelyn Abel is now instructor in institutional management and foods at the University of Kansas and dietitian at the Faculty Club.

Dorothy Lane of the University of Kansas was elected treasurer of the National Association for Nursery Education.

LOUISIANA. Pina Akin of Haynesville, Louisiana, joined the faculty of Louisiana College in September as associate professor of clothing and textiles.

Lanore Sogard of St. Cloud, Minnesota, is in charge of the Nursery School at the College which was opened this past fall. Occupying a spacious, $32,000 brick veneer building, this school is modernly equipped to accommodate 20 children.

The McNeese home economics department has planned a Home Economics Career Day on the campus on February 3. Homemaking teachers and all their pupils are invited.

MASSACHUSETTS. Oreana Merriam is on leave from the University of Massachusetts and living in Springfield, where she is trying out her long-time interest in selling life insurance. **Mrs. Margaret Wilhelm** also is on leave from the University to do research and demonstrating for the Necchi-Elna Company.

Janet Fietsam of Beacon, New York, who recently received her MS degree at Cornell University, is teach-

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ing home management, economics of the household, and equipment at the University of Massachusetts and living in the Homestead, the home management house.

Mrs. Marjorie F. Sullivan, who is studying part time at the University, has been teaching the tailoring course and will assist in other clothing construction courses this semester.

Constance L. Brine, head of the home economics department at Framingham State Teachers College, became Mrs. John Q. Jordan in Corpus Christi Church, Auburndale on August 14. She is continuing her work at the College.

Dr. Edwin Hanczaryk joined the staff of the School of Home Economics of the University of Massachusetts in the summer of 1957 to work primarily in extension and research. His research will include studies and surveys of family-spending patterns to determine program needs for the Extension Service, thus facilitating the family finance program which the Extension Service has been developing for several years.

New Extension Service personnel also include: **Barbara Snowman,** formerly of the resident staff and Extension Service of Cornell University, as program leader; **Marjorie Merchant,** recently of the New England Extension Service Marketing Program in Boston, as specialist in consumer education; **Harriet Wright,** formerly of the food procurement division of the Department of the Navy, Washington, D.C., as specialist in foods and nutrition; and **Joseph Burroughs,** recently of the New York Extension Service, as human relations specialist.

MICHIGAN. Mrs. Frances G. Sanderson of Wayne State University during the past year has worked with the architect in planning kitchen units for the use of handicapped women. These units have been incorporated in a Center built by the Easter Seal Society of Western Wayne County. Many of the working drawings for the cabinet makers were made by a senior student under Dr. Sanderson's supervision. The working units are cabinets on wheels that have been developed for the wheel-chair homemaker or one on crutches. Work simplification classes are being conducted in this Center with **Mrs. Virginia Peterson** and **Mrs. Edna Ohlert** as instructors for the handicapped.

Elsa Bate resigned as head of the department of home economics at Central Michigan College and has returned to Utah, where she made her home for many years. Her successor is **Helen Lohr,** formerly of the University of Kansas.

Mrs. Esther Callard, assistant professor of child development at Wayne State University, who has been granted a one-year study leave, is making a study of the play mores of children in eight different cultures while she is taking a freighter trip around the world, accompanied by her husband, son, and daughter.

Mrs. Carol Zillgatt Davey, formerly of the University of Illinois, has joined the staff at Wayne State University as clothing instructor and counselor to freshmen.

Mrs. Esther Ferns is acting head of the department of home economics at Northern Michigan College while **Jane Bemis** is on a year's leave of absence for study toward the doctor's degree at Pennsylvania State University.

Mrs. Frances Heintz, assistant professor of clothing at Wayne State University, resigned in June 1957 to join her husband in their new home in Fort Lauderdale, Florida.

Phyllis School is the new head of home economics at Flint Junior College.

MISSISSIPPI. Pearl Campbell, assistant professor of textiles and clothing at Mississippi Southern College, who has taught for 42 years in the division of home economics there, was honored on November 10 by the faculty, the Forrest County Home Economics Alumnae Association, and the home economics students for her long, effective service. Tessie Agan of Kansas State College, the speaker of the day, in a talk entitled "Lest We Forget" reviewed the program of home economics during the last half century and offered challenges for the future of this discipline. Alumnae from every graduating class since 1928 were present, as well as other interested home economists who wished to pay tribute to Miss Campbell. A room in the Home Economics Building was named the Pearl Campbell Room, and near it has been placed a bronze plaque showing her years of service to the College. Miss Campbell expects to retire in June.

Sarah F. Fountain, recently home demonstration agent for Leake County, was appointed home management specialist for the Mississippi Agricultural Extension Service on December 16. She succeeds **Dorothy Clark,** who accepted a similar position with the Washington Agricultural Extension Service, Pullman, Washington.

MISSOURI. Fred V. Hein, consultant in health and fitness of the Bureau of Health Education of the American Medical Association, was the speaker at the annual fall meeting of the **Missouri Home Economics Association** at the Statler Hotel in St. Louis on November 8, which 125 members and guests attended. Charlotte Will, association president, announced that MHEA Home Economics Week will be March 16 to 22; that the spring meeting will be March 28 to 29 in Jefferson City, with Wilma Sim as program chairman and Elizabeth Maughs as arrangements chairman; that MHEA handbooks are available from the treasurer; and that the Membership Directory was scheduled to be ready on November 15.

The St. Louis County Home Economists in Homemaking have sent the state Association treasurer a check for $50 for the Association's scholarship fund—the first donation received to date for this fund. The St. Louis County home economists in homemaking helped spearhead the movement two years ago for a "State MHEA Scholarship."

NEW JERSEY. Mrs. Ella McNaughton of the AHEA headquarters staff brought up-to-date news from AHEA headquarters to the fall meeting of the **New Jersey Home Economics Association** on November 7 and 8 in Atlantic City, the planned program of which was noted in the November JOURNAL. "Flameproofing Fabrics" was demonstrated by Mrs. Ellen McAinsh of the Institute for Safe Living, American Mutual Liability Insurance Company of Boston.

Members of the *Union County Section* of the Association are scheduled to be dessert guests of Koos Brothers Furniture Company, Rahway, on February 10.

The Essex County Section is a newly organized group. Kathryn Van Nest of Essex County Vocational and Technical High School is the chairman.

Margaret Schumacker of Summit was installed as president of the New Jersey School Food Service Association at its meeting in Atlantic City on November 7.

NEW YORK. "Communications" is scheduled as the theme of the 1958 New York State Home Economics Association convention in Rochester on April 25 and 26 at the Manger-Seneca Hotel. Co-chairmen are Virginia Ritter of the Dairy Council of the Rochester Area, Inc. and Melrose Franklin of the Rochester Gas and Electric Home Service Department.

Margaret Wylie has retired as professor of child development and family relationships at the New York State College of Home Economics, Cornell University, after 29 years of service. She joined the Cornell staff in 1925 to establish an Extension program in the principles of child training. During leave from 1927 to 1930, Dr. Wylie earned her PhD at the University of Michigan, where she also did her undergraduate and master's work in social psychology. In 1955 she received a superior service award from the U. S. Department of Agriculture.

Dr. Ernest Osborne has been serving as acting chairman of the department of home and family life at Teachers College, Columbia University, since the retirement of Mrs. Helen Judy Bond. New staff members at the College include **Dr. Mark Flapan,** a family sociologist whose special interest is research; **Dr. Paul Vahanian,** recently of the Merrill-Palmer School, Detroit, Michigan; and **Mrs. Marjorie Dibble,** on leave from Syracuse University, who is serving this year as part-time instructor in home economics.

Mildred F. Englander of the New York City Board of Education received an award for leadership at a luncheon held by the American Woman's Association on December 7 at the Waldorf-Astoria.

NORTH DAKOTA. "Let's Tell the World about Home Economics" is the theme selected for the spring meeting of the **North Dakota Home Economics Association** at the Country Club in Bismarck on March 22. Mrs. Inez Johnson will be local chairman, and Betty B. Olson, manager of the Consumer's Institute of General Electric, is scheduled as a speaker.

Bess Hogan of Fargo, Mildred Riedesel of Grand Forks, and F. Caroline Budewig of Fargo have been appointed to the Association's scholarship committee.

New officers of the home economics section of the **North Dakota Education Association** are F. Caroline

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Budewig of Fargo, chairman; Beverly Anderson, Rolla, vice-chairman; Bonnie Pedersen, Wahpeton, secretary.

OHIO. "Hitch Your Wagon to a Star" was the subject of a talk by Patricia Huff, general home service director of the Ohio Fuel Gas Company, at a "Career Day" program sponsored by the **Sandusky County home economists** at the Atkinson School, Fremont, for junior and senior girls interested in a career in home economics. The girls' mothers were also guests at the tea and program.

"Let's Look at Home Economics" was the topic presented by Martha J. Davis of Cleveland, president of the Ohio Home Economics Association and home editor of *The Ohio Farmer,* at the fall dinner meeting of the **Franklin County home economists** on November 12 at Dominion Junior High School, Columbus. She showed the new set of colored slides picturing the many careers in the field of home economics to be used in recruitment programs. Preceding the dinner members enjoyed a tour of the new school's homemaking department conducted by the "Teen Charmers," girls in the homemaking club. The attractive rooms with the latest equipment, utensils, and furnishings were proudly and enthusiastically displayed by the students.

The October meeting of **Seneca County home economists** was devoted to home preparations recommended by local and national civil defense authorities. Three films dealing with this subject were viewed. Special emphasis was placed on emergency food supplies to be stored for family use following a disaster. Sufficient supplies for 10 days were suggested as desirable. The Tiffin director of Civil Defense answered questions and provided literature for each member to take home.

Columbus Home Economists in Business at their November meeting made stuffed animals to be given to needy children for Christmas.

LeVelle Wood of Ohio State University, president-elect of the American Dietetic Association, and **Mrs. Eva Ylvisaker,** director of dietetics at Children's Hospital, Cincinnati, were scheduled to relate their experiences during the Second International Congress of Dietetics in Rome, Italy, at the joint meeting in January of the Mahoning Valley Dietetic Association and the Youngstown Home Economics Association.

Marjory Hanline is now supervisor of research in home service for the Ohio Fuel Gas Co., Columbus, and **Mary Jones,** formerly home service adviser in Cambridge, Ohio, is supervisor of lectures and demonstrations for the Company.

SOUTH DAKOTA. Twenty-five graduate home economists in the Vermillion area were entertained at a buffet supper in the home economics department of the **University of South Dakota** on October 17 with the home economics staff—Eva Larson, Mrs. Mabel Bessemer, and Mrs. Amy Eastman—as hostesses. A tentative organization to meet monthly was formed with the following officers elected: Mrs. Harold Jordan, president; Eva Larson, vice-president; and Mrs. Russ Moser, secretary-treasurer. Six of the home economists present agreed to act as judges in the "Make It Yourself with Wool Contest" on November 16 and for the style show—open to the public—in the auditorium of the new Business Administration Building at the University.

Eva Larson of Sterling, Colorado, is the new head of home economics at the University of South Dakota. Another new member of the staff is **Mrs. Mabel Bessemer** of Estes Park, Colorado, in textiles and clothing.

Dr. Cecilia Schuck, recently of Purdue University, has accepted a position on the foods and nutrition research staff at South Dakota State College.

Clarann Lippert Sayre, '55, has been appointed half-time clothing instructor at South Dakota State College.

Ann Guindon, home demonstration agent in Chamberlain, became Mrs. David Wagner on November 10. She is continuing with her work.

Celia Mae Flatberg, recently home demonstration agent at Yankton, has accepted a position with the Y-Teen Program at Waukegan, Illinois.

TEXAS. "Home Economics—Up to Date, Up to You" will be the theme of the annual meeting of the **Texas Home Economics Association** in Houston on February 14 and 15.

WASHINGTON. Spokane opened a three and one-half million dollar high school in September 1957. **Mrs. Margaret Johnson Kroske** is head of the department of homemaking, and other home economics staff members are **Mrs. Elizabeth Bell Beaver, Mrs. Mary Mohr McClincy,** and **Harriett Galber.**

Edna Martin resumed her work as director of home economics for the Seattle Public Schools on September 1 after two years' leave during which she served in the teacher education program with the United States Mission in Egypt for 20 months. After evacuation at the time of the Suez Canal crisis in 1956, she was reassigned to Libya after a month of waiting in Italy. Her time in Libya was spent in Tripoli, one of two Libyan cities having a secondary school for girls.

Friends of **Mrs. Floy Omer Fox,** a Spokane homemaking teacher since 1946, were distressed to hear of her death on June 16, 1957, as a result of an automobile accident that occurred while she and her son and daughter were returning to Spokane from Seattle, where her daughter had just received her degree from the University of Washington.

G. Elizabeth Killingsworth of North Central High School, Spokane, has a year's leave of absence to teach dependents of United States military personnel in a senior high school in Augsburg, Germany.

WISCONSIN. The homemaking staff of the **State Board of Vocational and Adult Education** held nine district administrator-teacher one-day meetings in different parts of the state during October. During the morning and early afternoon high school administrators discussed policy, problems of administrators, and the homemaking teacher's role in the federally aided department. During the late afternoon and evening the homemaking teachers came in for a teacher-training meeting.

Frances Zuill of the University of Wisconsin discussed "Changes in Family Life Today with Implications for Instruction" at the dinner meeting of the resident instruction section of the division of home economics of the American Association of Land-Grant Colleges and State Universities during the Association's meeting in Denver the week of November 10. She also presided at the meeting of the North Central Region Home Economics Research Administrators.

Mrs. Mathilda Vandenbergh Schwalbach, associate professor of related art at the University of Wisconsin, exhibited four silk screen printed textiles at the Wisconsin Designer Craftsmen Show that was held at the Memorial Center in Milwaukee.

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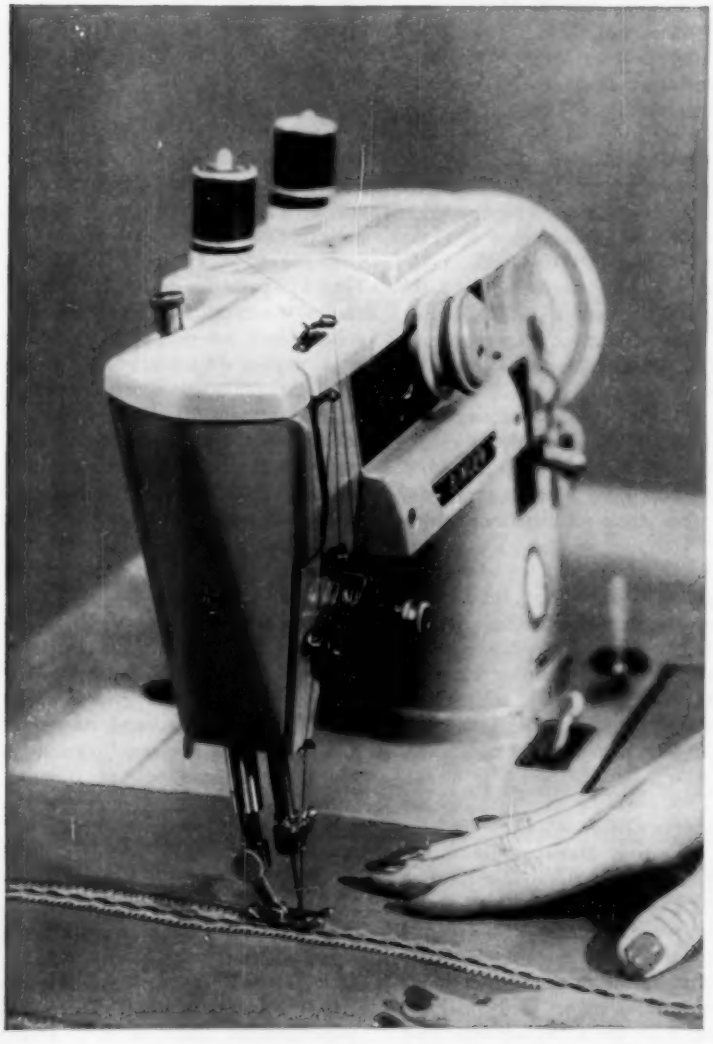

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FROM THE Editor's Mail

One major aspect of the problem of financing higher education—what it costs students to attend college and where they get the money—is discussed in a 91-page booklet, **Costs of Attending College,** issued by the Office of Education of the U. S. Department of Health, Education, and Welfare. This report is an analysis of the data obtained from replies to a questionnaire received from 15,316 students, a random sampling of those attending what the authors believe to be a reasonably representative group of institutions of higher education. Available for 45 cents from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D.C.

The Hogg Foundation for Mental Health, The University of Texas, Austin 12, Texas, has brought out another informative and attractive booklet called **Can An Adult Change?** by Robert L. Sutherland. This 27-page booklet discusses the possibilities of need for change and approaches to change and offers a reading list for those who wish to delve more deeply into the subject. Available for 25 cents from the above address.

A review of literature on the cause and prevention of bacterial food poisoning, particularly with regard to cheese, fish, meat and meat products, poultry, and ready-to-cook foods, has been issued by the College of Agriculture of the University of Massachusetts. This review by William B. Esselen and Arthur S. Levine of the department of food technology is called **Bacterial Food Poisoning and Its Control,** Bulletin No. 493, and may be obtained by writing to Mailing Room, Munson Hall Annex, University of Massachusetts, Amherst, Massachusetts. Single copies may be obtained free upon request. Educational institutions may receive up to 25 copies free. Charge for extra copies is 15 cents each.

A curriculum guide used in the Springfield (Missouri) public schools should prove useful to secondary school teachers in other school systems. **The Home Economics Curriculum Bulletin** may be obtained for $2 from Robert C. Glazier, Director of Public Information and Publications, Springfield Public Schools, 940 North Jefferson, Springfield 2, Missouri.

Film announcements of interest:

The Atom Comes to Town—illustrates the peaceful uses of atomic energy. A 16 mm sound film in color; running time 29 minutes; cleared for TV. Rental price $15 for 7 days or less. Available from Audio-Visual Service Department, Chamber of Commerce of the United States, 1615 H Street, N.W., Washington 6, D.C.

The Relaxed Wife—deals with tension. This film, presented by J. B. Roerig and Company, Division of the Chas. Pfizer & Co., Inc., is a sequence of home and office incidents describing an overwrought husband and the wife who has learned the secret of relaxation. 16 mm sound, in color; running time, 13½ minutes. Available for free loan from Association Films, Inc., from their distribution center nearest you.

Kid Brother—about adolescent drinking. This film probes the reasons adolescents sometimes rebel against the adult world, and why liquor is one of their weapons. Running time 27 minutes; 16 mm, black and white. Available on purchase. Write to Film Service Department, Mental Health Film Board, Inc., 13 East 37th Street, New York, N. Y.

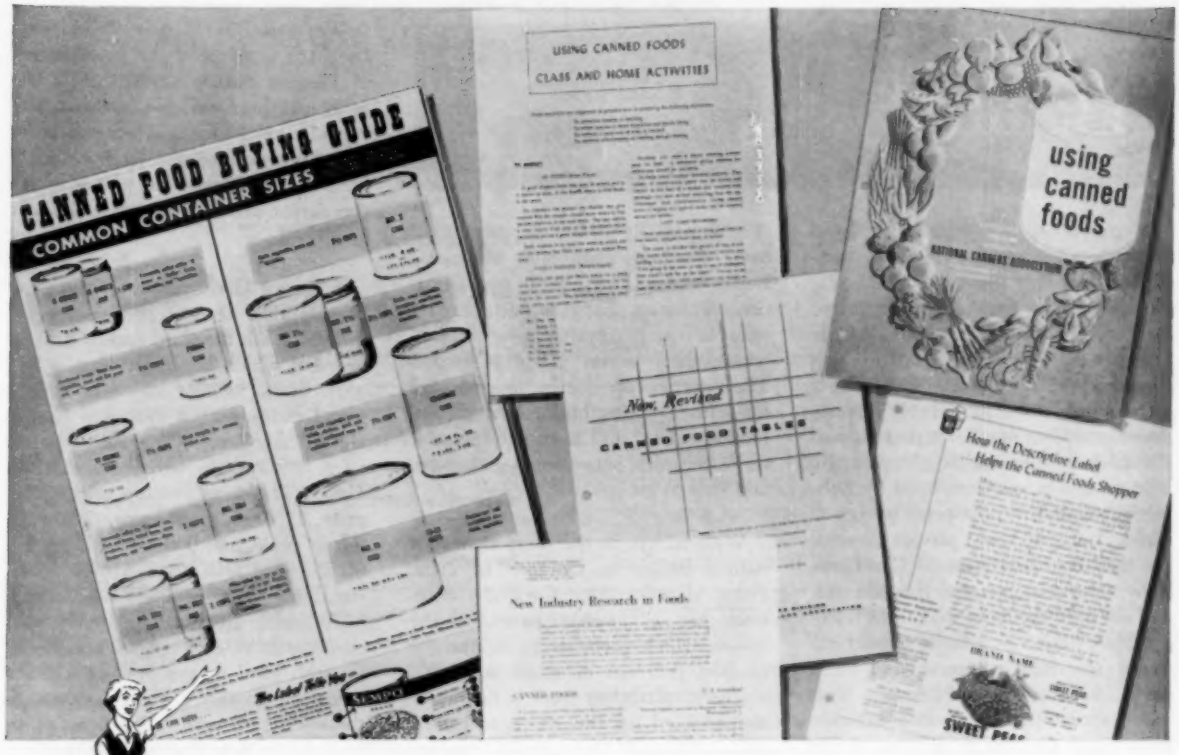
Building Children's Personalities with Creative Dancing—follows a group of children through a creative dancing class and serves to illustrate how simple it is to initiate a creative program for children. Running time 30 minutes; 16 mm sound in black and white and color. Write to Educational Film Sales Department, University Extension, University of California, 405 Hilgard Ave., Los Angeles 24, California.

Foot Faults—aimed at the careless pedestrian. Running time 11 minutes; 16 mm sound, black and white. Available on rental from The Princeton Film Center, Princeton, N. J.

Steps for Today Toward Better Mental Health, report of the National Health Council's 1957 National Health Forum, digests the discussions and identifies "pointers to action" to help relieve mental illness and promote positive mental health. The 118-page report includes an analysis of the causes of mental illness by a panel of experts brought together by the Joint Commission on Mental Illness and Health. Discussions are reported under three major headings: Helping People Meet Crises; Promoting Mental Health; and Community Action for Mental Health. The Forum report is available from the National Health Council, 1790 Broadway, New York 19, N. Y., for $1.50 per copy.

A new **1957-58 SRA Educational Catalog,** listing materials and services for elementary schools, high schools, and colleges, has been published by Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. This 112-page illustrated catalog includes descriptions of intelligence, achievement, interest, and personality tests; reading improvement materials; guidance publications and services; Life Adjustment Booklets; science and social science materials; visual aids; and educational survey and consulting services. Free copies are available to educators and teachers. Requests should be written on school stationery and sent to the address given above.

Seven articles contributed by people in the field of family life education have been issued in booklet form by the American Social Hygiene Association. This is the second edition of **Social Hygiene Papers.** Contributors are Jerome Himelhoch of Brandeis University, Nolan C. Kearney of the St. Paul (Minnesota) school system, the Rev. Theodore M. Hesburgh, president of the University of Notre Dame, Catherine T. Dennis (who need not be identified for *our* readers), Adah Peirce of Hiram College in Ohio, Roy E. Dickerson, executive director of the Cincinnati Social Hygiene Society, and Charles J. Turck, president of Macalester College in St. Paul, Minnesota. Available from American Social Hygiene Association, 1790 Broadway, New York 19, N. Y., for $1 per copy.



Do you have these VISUAL Canned Foods Teaching Aids?

The staff of home economists of the National Canners Association has prepared material keyed to the practical approach of modern teaching methods.

Suggestions received from teachers and supervisors, and recommendations of the U. S. Office of Education, are used as guides in planning the well-illustrated leaflets and charts.

The kit is available upon request. It contains:

FOR CLASS MEMBERS

- Leaflets giving information on selection, storing, using canned foods.
- Revised, up-to-the-minute tables giving nutritive values per serving, recommended dietary allowances, servings per can or jar, container sizes, and equivalents (for institutional use).
- "How to buy" aids include a leaflet on the importance of label data.

FOR THE TEACHER

- A copy of suggested home and class problems, with motivation suggestions.
- A copy of "New Industry Research in Foods," as applied to canned foods.
- Wall chart in color, 24″ x 37″, showing actual sizes of common cans and jars.

Consumer Service Division

NATIONAL CANNERS ASSOCIATION

CONSUMER SERVICE DIVISION
NATIONAL CANNERS ASSOCIATION
1133 20TH STREET, N.W., WASHINGTON 6, D.C.

Please send up-to-the-minute educational materials about Canned Foods for _____students.

NAME_____

SCHOOL_____ Jr. H. S._____ H. S._____ COLLEGE_____

ADDRESS_____

CITY_____ ZONE_____ STATE_____

FLASHES FROM OUR ADVERTISERS AND EXHIBITORS

Members of the American Home Economics Association clearly demonstrated their flair for visual demonstration in winning nine out of ten prizes in the **Robertshaw-Fulton Controls Company** "Automatic Range Top Cooking" competition. Contestants were required to submit two-minute demonstrations of the superiority of the modern "Thermal Eye" automatic heat-control fixture developed by Robertshaw-Fulton. First-prize winner is Helen Yalch, a home service director for the Oklahoma Natural Gas Company, who demonstrated that the control not only prevents food from burning but even keeps a facial tissue from being scorched. Second and third prize winners are Florence Eng, Minneapolis Gas Company, Minneapolis, and Dr. Mary Evans, public school homemaking instructor in Texas. The others whose entries captured prizes are: Marie Willoughby, Peoples Gas System, Tampa; Maxine V. Howe, Southern California Gas Company, Los Angeles; Emma R. McCann, Niagara Mohawk Power Corp., Albany; Ruth Sheldon, Washington Gas Light Company, Washington, D. C.; Elaine McDonald, George H. Lehleitner & Company, New Orleans; Loreen Jacobson, Wisconsin Power & Light Company, Madison; and Janet Lappin, Philadelphia Gas Works, Philadelphia. The contest drew entries from home economists, home service girls, and instructors in public utilities, colleges, schools, and food processing companies in 40 states and three Canadian provinces.

An authoritative, 16-page **Teacher's Source Book** with charts, illustrations, and photographs, is included in a complete and co-ordinated teaching unit entitled Nutritional Contribution of Breakfast Cereals. Edited by Clara Mae Taylor, professor of nutrition at Teachers College, Columbia University, this unit is available free from the Cereal Institute, Inc., 135 S. LaSalle Street, Chicago 3, Illinois, Why not send for your copy today?

Regal Ware, Inc. has designed a coffee maker that is big enough to provide "plenty of coffee for any occasion," the new, completely automatic Regal electric, 12 to 36-cup percolator-urn. The fact that it is portable and easy to carry permits using it anywhere there is an electrical outlet. The new 36-cup size is "tailor-made" for bridge parties, buffet dinners, recreation rooms, and is equally popular for fraternities, sororities, social clubs, and church groups.

With an eye to the more than four million babies to be born in 1958, Foley Manufacturing Company is introducing a **popular-priced baby spoon** which promises to lighten the feeding problem of some 4,112,000 mothers. Stainless steel is the material selected for the spoon so that it can withstand the natural damage babies love to inflict on their tools. The functional, five-inch-long handle of the new Foley spoon enables mother to reach the very bottom of baby-food containers without getting the usual sticky fingers. The one-inch bowl is especially shaped to fit baby's mouth.

Educational aids on zippers, sewing, and the needlecraft arts have been prepared by **Coats & Clark.** Some are available free to teachers only; others may be ordered free for students. A convenient order blank, giving a brief description of the material, may be secured from the Educational Department, Coats & Clark, Inc., P. O. Box 55, Newark 1, New Jersey.

Window fans that turn on and off automatically as temperatures vary provide "round-the-clock cooling comfort" in a new line of fans recently introduced by **Westinghouse** at the opening of the annual Winter Home Furnishings Market at the Chicago Merchandise Mart. Westinghouse announces that its 1958 line provides fans for every cooling need, including suitcase-type window fans, two new permanently attached "basket" fans, three mobile models, the Riviera high velocity fans, and a full line of oscillating desk bracket fans.

Western Beet Sugar Producers, Inc., has announced the appointment of Eleanor Artuso as regional home economist for California, Arizona, and Nevada. Her headquarters will be in Los Angeles. Prior to joining WBSP Miss Artuso worked for public utility companies in the southern California area.

A Young Homemaker Division has been added to interest women 18 through 25 in the third annual **Singer Sew-Off** which began the first of the year. These women may win both a grand prize and a National Young Homemaker prize. The 1958 Sew-off offers 35 awards, two more than in 1957. There are five top prizes: first prize, $25,000; second prize, $10,000; third prize, $5,000; fourth prize, $2,500; and fifth prize, $1,500. The remaining thirty winners will receive $250 each. Registration for the special contest sewing courses conducted through local Singer Sewing Centers began on January 2 and runs through the middle of April. The Sew-Off, to be held in New York, will take place after regional judgings are completed.

Puritan Cordage Mills, Inc., has a new break-apart clothesline carton which offers the customer a choice of either 50 or 100 feet of rope. The over-all package is divided into two parts, each holding 50 feet of line. The two sections are connected by the rope itself—which also serves as a handle. The unit is packaged by an automatic machine designed by **Container Corporation of America,** manufacturers of the carton.

McCormick & Company has a new Gourmet line of 60 spices and herbs, including herb seasoning, coarse ground pepper, barbecue spice, Italian seasoning, and rosemary leaves. These are packaged in containers with shaker tops that can be removed for spoon measuring.

A new **Pyrex Cinderella Bowl Set** has been introduced by Corning Glass Works in attractive colors featuring three smart patterns and a handle and spout designed for artistic balance and drip-free pouring. Besides adding color harmony to your table, the graduated set of four bowls is useful in the kitchen for mixing, baking, and storing food in the freezer or refrigerator. All four bowls nest flat for convenient storage.

APPLICATION FOR HOTEL ACCOMMODATIONS

49th ANNUAL MEETING

AMERICAN HOME ECONOMICS ASSOCIATION

PHILADELPHIA, PENNSYLVANIA

June 24–27, 1958

MAIL EARLY ***MAIL EARLY***

(List of Available Hotels on Back of this Page)

1. Reservation requests must be sent to the AHEA HOUSING BUREAU, Convention & Visitors Bureau, Penn Sq. Bldg., Philadelphia 7, Pennsylvania.
2. Please make all changes and cancellations through the HOUSING BUREAU.
3. Room assignments will be made in order received.
4. Single rooms are very limited. Your chances of securing accommodations at the hotel of your choice will be much better if your request calls for rooms to be occupied by two or more persons.
5. Be sure to list definite arrival and departure date and time.
6. Be sure to list all names of occupants of rooms.

AHEA HOUSING BUREAU
Convention & Visitors Bureau
Penn Sq. Bldg.
Philadelphia 7, Pennsylvania

Please check if you are attending a pre-convention session ☐

Specify name of group (HEIB or EXTENSION) .....

Please reserve hotel accommodations as follows:

1. **Preferred Hotels:**

First Choice ..... Fourth Choice .....
Second Choice ..... Fifth Choice .....
Third Choice ..... Sixth Choice .....

2. **Please specify the number and types of rooms desired:**

..... Single room(s) with bath for ..... person(s). Rate $ ..... to $ ..... per room.
..... Twin bedroom(s) with bath for ..... person(s). Rate $ ..... to $ ..... per room.
..... Double bedroom(s) ..... persons. Rate $ ..... to $ ..... per room.
..... Parlor bedroom suite ..... person(s). Rate $ .....

3. **Date of Arrival** ..... Hour ..... A.M. or ..... P.M.
(Reservations will be held **only** until 6:00 p. m. unless the hotel is notified otherwise.) (If, after making reservations, you find it impossible to attend please notify the AHEA Housing Bureau promptly.)

4. **Date of Departure** ..... Hour ..... A.M. or ..... P.M.

5. **If accommodations are to be used by more than one person please list names below:**

NAME	STREET ADDRESS	CITY	STATE

6. **BE SURE TO SIGN YOUR NAME** ➡ **Signed:** .....

(Company)

(Street Address)

(City and State)

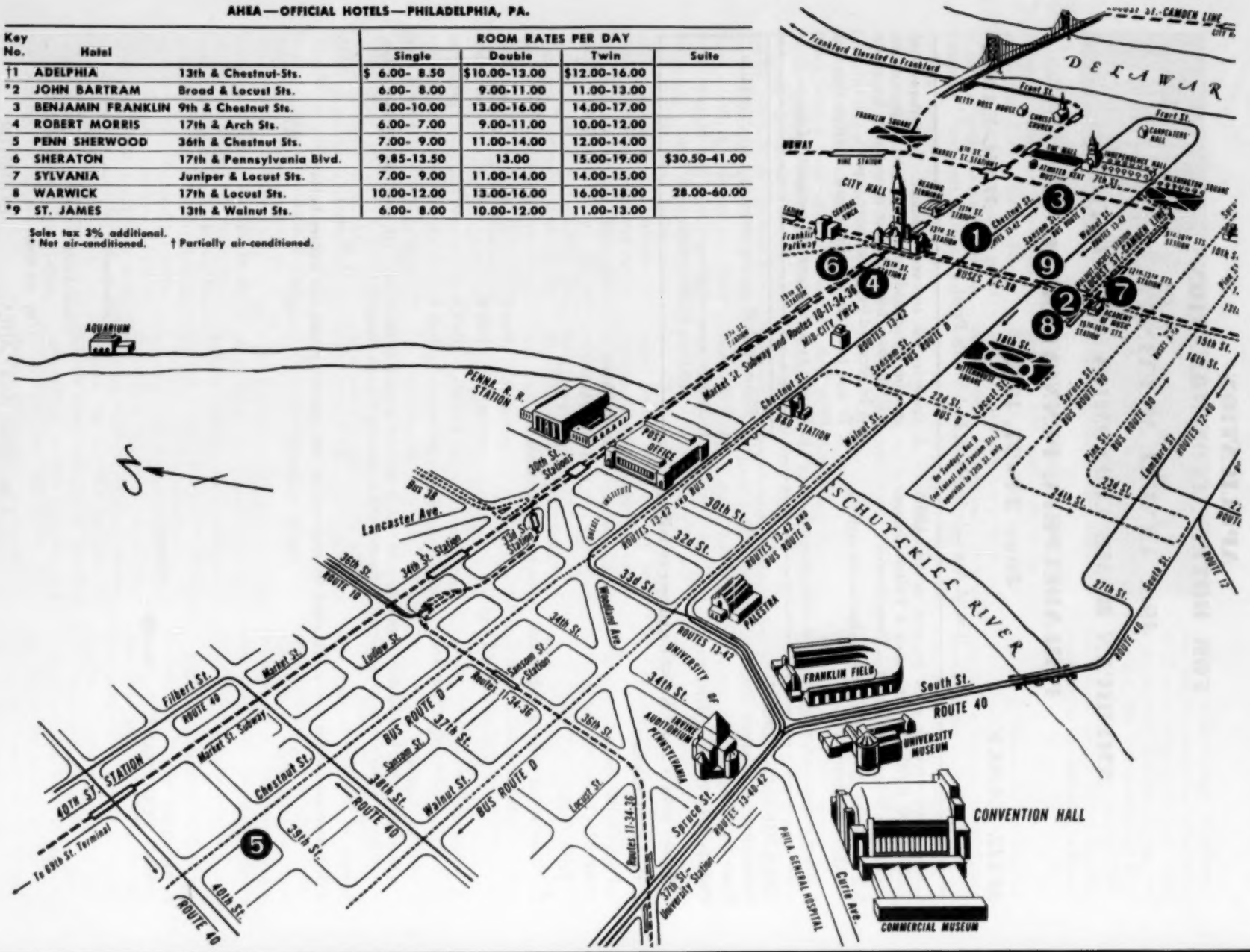
I am (please check) AHEA ..... EXHIBITOR .....

(over)

AHEA—OFFICIAL HOTELS—PHILADELPHIA, PA.

Key No.	Hotel		ROOM RATES PER DAY			
			Single	Double	Twin	Suite
†1	ADELPHIA	13th & Chestnut Sts.	$ 6.00- 8.50	$10.00-13.00	$12.00-16.00	
*2	JOHN BARTRAM	Broad & Locust Sts.	6.00- 8.00	9.00-11.00	11.00-13.00	
3	BENJAMIN FRANKLIN	9th & Chestnut Sts.	8.00-10.00	13.00-16.00	14.00-17.00	
4	ROBERT MORRIS	17th & Arch Sts.	6.00- 7.00	9.00-11.00	10.00-12.00	
5	PENN SHERWOOD	36th & Chestnut Sts.	7.00- 9.00	11.00-14.00	12.00-14.00	
6	SHERATON	17th & Pennsylvania Blvd.	9.85-13.50	13.00	15.00-19.00	$30.50-41.00
7	SYLVANIA	Juniper & Locust Sts.	7.00- 9.00	11.00-14.00	14.00-15.00	
8	WARWICK	17th & Locust Sts.	10.00-12.00	13.00-16.00	16.00-18.00	28.00-60.00
*9	ST. JAMES	13th & Walnut Sts.	6.00- 8.00	10.00-12.00	11.00-13.00	

Sales tax 3% additional.
* Not air-conditioned. † Partially air-conditioned.



deliciously new...
conveniently new...
rich, rich source of protein, too...

NEW PET INSTANT

NONFAT DRY MILK AS YOU'VE WISHED IT COULD BE!

36.5% PROTEIN
Rich in high-quality milk protein, very low in cost! (Low in calories, too—in liquid form, only 83 calories per 8-oz. glass, *half* as many as whole milk!)

INSTANTIZED
An exclusive PET process "pops" the milk crystals so they dissolve at the touch of water. Mixes almost faster than you can stir!

MORE REFRESHING
than whole milk . . . no fatty aftertaste, never powdery or watery! PET *Instant* is a delicious source of "sparkle and vitality" nourishment!

AT LAST—nonfat dry milk that combines protein-rich nourishment, ultra convenience in speed and ease of mixing, deliciously fresh flavor for drinking or cooking! And *more* . . . it's *foil-protected* in bright blue flavor-saver package with the handy pouring spout! In two sizes—4-qt., 12-qt.

NEW PET INSTANT

NONFAT DRY MILK

"PET"—Reg. U. S. Pat. Off.
Copr., 1958, Pet Milk Co.

PRESS OF
JUDD & DETWEILER, INC.
WASHINGTON, D. C.

Low-calorie dishes like this Cherry Bavarian Cream dessert are tested and tasted in Sara Hervey Watts' own kitchen at Redloft, Radnor, Pa. Here she develops Sucaryl-sweetened foods comparable in flavor and appearance to those made with sugar, but with ⅓ to ⅔ less calories.

Sucaryl® recipe for February

from the Kitchen of Sara Hervey Watts
Home Economics Consultant, Abbott Laboratories

Here's a dessert that's sure to brighten up mid-winter meals! Festive Cherry Bavarian Cream will whet appetites and win praise at your dinner table whenever you serve it—it has all the lip-smacking zest of the richest dessert, yet saves all sugar's calories, because it's sweetened with Sucaryl. Just think! Only 97 calories in each serving when you make it with Sucaryl—and 193 calories (almost *twice* as many), if you used sugar. *And you can't taste the difference!*

Weight Watchers' Cherry Bavarian Cream

- 2 1-lb. cans red sour cherries
- 1 envelope unflavored gelatin
- 2 tsp. Sucaryl solution
- ¼ tsp. salt
- 1 tbsp. lemon juice
- ¼ cup nonfat dry milk solids
- ¼ cup ice water

Drain liquid from cherries, saving ½ c. Soften gelatin in ¼ c. liquid; add Sucaryl, dissolve over hot water. Chop cherries; add remaining ¼ c. liquid, salt, lemon juice. Add gelatin and mix well. When mixture begins to thicken, combine dry milk solids and ice water; beat to texture of whipped cream. Fold into gelatin. Pour into lightly oiled 3-cup mold. Chill. Serves 6.

FREE! Calorie-saving recipes with Sucaryl

32 pages of wonderful, kitchen-tested low-calorie recipes by Sara Hervey Watts. A treasure for everyone who is sensibly cutting calories! Clear, easy-to-follow instructions and color illustrations make it an invaluable teaching aid for home economics classes.

Available at your drug store, or write ABBOTT LABORATORIES, NORTH CHICAGO, ILLINOIS, for ample quantities of this book, plus free SUCARYL samples, for your classroom use.

ABBOTT LABORATORIES, NORTH CHICAGO, ILLINOIS

®Sucaryl—*Non-Caloric Sweetener, Abbott*